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ABSTRACT

Designed as an aid in evaluating the past academic year by summarizing and consolidating college and districtwide information, this annual report provides technical information about the Los Angeles Community College District (LACCD) for 1984-85. After initial sections offer a district overview and data summary, the bulk of the report presents tables and figures focusing on: (1) demographic characteristics; (2) attendance patterns; (3) student and enrollment characteristics; (4) instructional programs; (5) student performance and articulation; (6) student support services; and (7) fiscal and personnel resources. Highlighted findings include the declining numbers of students under 25 and rising numbers of those over 25, a 53.9% female enrollment, and half of the LACCD students reporting their educational goal as transfer to four-year institutions, with 70% of those expecting to complete an associate degree before transferring. (EJV)

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Los Angeles Community College District

1984•85

COLLEGE ANNUAL REPORTS

VOLUME 2: TECHNICAL INFORMATION

Los Angeles City College
East Los Angeles College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
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JC 860 437

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COLLEGE ANNUAL REPORTS 1984-85

VOLUME 2:

TECHNICAL INFORMATION

April 1986

Office of Educational Planning and Resource Development

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1984-85 COLLEGE ANNUAL REPORTS, VOLUME 2: TECHNICAL INFORMATION

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G L O S S A R Y

Continuing students are students who were enrolled in the same college during the immediately preceding semester or students returning to the college after an absence.

Day students are students who are taking one or more classes convening prior to 4:30 p.m. Students who are taking both day and evening classes are classified as day students.

Duplicated enrollment is the number of students enrolled in classes. For example, an individual enrolled in three classes would be counted three times.

Ethnic status refers to racial affiliation as reported by students on a voluntary basis at the time of registration.

Evening students are students who are enrolled exclusively in classes convening at 4:30 p.m. or later.

First-time students at a college are students who have never been enrolled at the college; the term includes both new freshmen and transfers.

Freshmen are students who at the time of registration have completed fewer than 30 units of college credit.

Full-time students are enrolled for 12 or more semester units.

Sophomores are students who at the time of registration have completed 30 or more semester units of the college credit but have not been awarded an AA or BA degree.

Unduplicated enrollment is the the number, or "head count", of individual students enrolled. Each person is counted once, no matter how many classes are taken.

Weekly student contact hours (WSCH) are derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. A class with 30 students which meets 1 hour three days a week would generate 90 WSCH (3 x 30).

Mission
Golden State Fwy.
San Diego Fwy.
Pierce
Valley
Ventura Fwy.
Hollywood Fwy.
City
District Office
East
Santa Monica Fwy.
West
Harbor Fwy.
Trade-Tech
Pacific Ocean
WLAC
Airport
Center
Southwest
Los Angeles Community
College District
Harbor
N
0
3
6
12 Miles

PREFACE

This second volume of College Annual Reports 1984-85 provides technical information which is an update of information in last year's annual report. It is presented as a separate volume for ease in using as a reference. A discussion of each table and figure is included to facilitate interpretation. The purpose of this volume is to aid in evaluating the past academic year by summarizing and consolidating both colleges and districtwide information.

While many of the tables present current data for Fall 1984 or the academic year 1984-85 with comparisons to the previous year, an effort has been made to describe changes in the content of longer time periods wherever possible. Trend tables are accompanied by figures which plot the direction of change in the tables.

Tables are limited to data which are routinely collected and comparable among colleges. A more comprehensive view of individual colleges is provided by college narrative reports contained in the first volume. The sequence of tables generally follows the major divisions of the narrative reports, proceeding from characteristcs of the community, students, and enrollment to instructional programs and supports services, and concluding with institutional resources. Tables are presented within the following topics:

Demographic Characteristics	Table 1
Attendance Patterns	Table 2
Student and Enrollment Characteristics	Figures 2-10 Tables 3-14
Instructional Programs	Tables 15-21
Student Performance and Articulation	Figures 11-12 Tables 22-28
Student Support Services	Table 29
Fiscal and Personnel Resources	Tables 30-36

A District Overview introduces the discussion of individual tables and figures, following the sequence of topics listed above. Each table and figure is preceded by a fuller description and explanation of the information contained within it.

ACKNOWLEDGMENTS

Technical information in this second volume of College Annual Reports 1984-85 has been presented in 12 figures and 36 tables, each with an accompanying description. Tables and figures were assembled from a variety of data sources, much of it regularly produced computer printouts as well as unpublished sources such as year-end reports on community services, financial aid, and specially funded programs. The cooperation of an untold number of college and District staff who supplied these data was essential and is very much appreciated.

The Office of Research, Planning and Development, Educational Services Division, was responsible for preparing this volume. Director Nancy Conrath coordinated the project, with Research Analyst George Prather initiating the preparation of descriptive texts and charts, assisted by staff members Jeanne Landis and Dexter Kelly.

Secretarial support was ably provided by Connie Rosano and Dora C. Gonzales.

Graphic artist Chriss Bertelli designed the cover, prepared the figures and reduced the tables. Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Kenneth S. Washington, Vice Chancellor of the Educational Services Division.

DISTRICT OVERVIEW

Demographic Characteristics

The Los Angeles Community College District is large, metropolitan, and diverse. Located in the center of the Los Angeles basin, the District covers 882 square miles and contains 4.3 million of Los Angeles County's 7.9 million people. In addition to all of the City of Los Angeles, the District contains a number of other incorporated cities and unincorporated areas of the County. The character of these communities ranges from urban to suburban, industrial to commercial to residential, affluent to impoverished. The central city area is served by City, East, Southwest, and Trade-Tech colleges; Mission, Pierce and Valley serve the San Fernando Valley. Harbor serves the Los Angeles Habor area and the Palos Verdes peninsula, while West provides services to the airport, coastal and inland communities of western Los Angeles.

The demographic characteristics of the District's residents, presented in Table 1, bear out this diversity. The various college service area populations differ significantly in terms of ethnic composition, age distribution, educational level and median income, and the student body at each institution closely reflects these differences.

Attendance Patterns

The District enrolled 101,300 students in Fall 1984; 91% of them coming from within the District boundaries. Table 2 shows that the individual colleges differ greatly in the extent to which they have an exclusive hold on their service area populations, being subject to competition from other institutions both within and from outside the District.

In addition to college selection, attendance patterns of service area populations are governed by the age structure and social-economic levels of those populations. The rate of participation in the District's schools thus varies significantly from one service area to another.

Trends in Student and Enrollment Characteristics

In an effort to appraise both the causes and impact of the enrollment decline of the past two years, more attention has been given to changing student and enrollment characteristics than in past Annual Reports. Of special note is the charting of changes in these characteristics over the period since 1971, the ear-liest point at which consistent figures are available. The post-1971 period may also be particularly relevant since District enrollment in Fall 1984 again stood at a level first achieved in 1971.

The charts and numbers contained in and accompanying Tables 3 through 14 on student and enrollment characteristics reveal a recent District history reflecting some the most significant social and demographic changes in the Los Angeles region and in the country as a whole.

A slight but consistent majority of the District's students are now women, following an historic reversal of dominant male enrollment between 1975 and 1977. Nonwhite ethnic groups, who became a majority of the District's students in 1977, have continued in that position with recent increases in the proportions of Asian and Hispanic students. Like the population as a whole, the District's students are becoming older, as the baby boom generation moves through the age cycle. More of the District's students now attend college part-time than was true in 1971, as post-secondary education has moved from the exclusive role of "gate keeper", providing for entry into advanced levels of education or into the work force, to a mixed function with increasing emphasis on continuing education for improving job skills and re-entry into the labor market.

Of major significance is the decline in enrollment experienced since 1981 but particularly sharp since 1982. This decline has been in part a result of the above-mentioned social and demographic changes. It has also had its own impact on other student characteristics, such as the fluctuating balances between first-time and continuing students and between freshmen and sophomores. District enrollment grew steadily to 1975, fell back somewhat, and then rebounded to 1981, after which it has declined. Differences in the numbers of people available and wanting to attend college have dictated some of this pattern--not only the size of the most relevant age cohorts, but also the relationship of education to job preparation and other life choices. An era in which constant increases in college enrollments could be expected has come to an end.

Factors more unique to the District have compounded enrollment declines. The first is the presence in the area of a large number of four-year institutions. Their greater resources and more established prestige have enabled them to compete more successfully than the community colleges for the dwindling student pool. Second, since the introduction of free flow, the surrounding community college districts have also become competitors whose advantage has often been that they <u>do not</u> have the characteristics and image associated with serving a central urban constituency.

Instructional Programs

Little can be said about the direction of change in instructional programs which might be expected to accompany changes in student characteristics. This is not so much because such interrelated changes have not occurred but because present systems of categorizing instructional programs may not be picking up the shifts which are taking place, and/or because the consistent tracking of instructional activity has not been done over a long enough period for the significant trends to be revealed.

Tables 15 through 21 do provide data on program enrollments. Community college courses are classified by a statewide system of codes called the Taxonomy of Programs (TOP). According to this coding scheme, the District offered courses in 22 "major disciplines", 66 activity groupings, and 176 minor subject disciplines in the Fall 1984. Courses can also be categorized by this system into those which are baccalaureate level, those which are vocational or occupational and not intended for transfer, and basic skills courses which are prerequisite or developmental. Another coding system called the Student Accountability Model (SAM) categorizes

courses by their apparent intent as occupational or not, regardless of their transferability. Each system tells something different about changing student demand and the District's response, but no one presents an unambiguous picture.

Every major discipline declined in WSCH between Fall 1983 and Fall 1984; decreases ranged from 4% to 26%, with patterns of reduction in student demand remarkably consistent with those since the peak enrollment of Fall 1981. The type of disciplines most affected has not been so consistent. Characterizations such as vocational, transfer, or broad subject area do not seem to apply. Major disciplines as disparate as education (including physical education and other minor disciplines), public affairs, psychology, fine and applied arts, law, and interdisciplinary studies have all declined in WSCH over 30% since 1981. Meanwhile, the decline has been under 15% in such applied fields as the health professions, computer sciences, and commercial services, as well as in such basic curricula as mathematics and letters. This lack of pattern persists when activity groups rather than major disciplines are examined.

Looking at specific subjects, particularly English and mathematics, which have remained essentially stable in the midst of the general decline, it is tempting to assert that student intent has moved away from both the specifically vocational and transfer curricula and toward those areas which provide basic skills for coping in both the workplace and the academy. Whether that generalization can be supported by data, however, remains an open question.

Other data in this set of tables outline the declining ratio of students to faculty as a result of the drop in enrollment, the changing proportions of day and evening instruction, and the recent history of community service programing. The latter two suggest some contradiction. In the face of general enrollment decline, those taking community service offerings have increased substantially in recent years. And, though the proportion of part-time students has increased in recent years, typically part-time, evening enrollment has declined more rapidly than day enrollment since 1981 and began to increase its position relative to day enrollment again only in 1984. These changes reflected greater part-time day enrollment as well as fluctuations in evening programming.

Student Performance and Articulation

The only districtwide measures of student performance and articulation reported annually are grade achievement, retention in courses, degree and certificate awards, and transfers to public four-year institutions. These data are shown in Tables 22 through 28. The information on student retention has been separated from that on grade distribution for the first time for more consistent and extensive analysis over the recent period.

Since 1978, the point from which data is available, student retention within each semester has risen across the District and within each college and now stands at an all-time high. Grade distribution at the District level has remained basically stable, with some improvement apparent

in student performance and some variation at individual colleges. Fall 1983 to Fall 1984 changes have been consistent with the longer term pattern.

Associate degrees and certificate awards conferred can be seen as another measure of both student achievement and retention. Here the figures suggest a time lag behind those of grade distributions and retention rates. Awards conferred declined relative to enrollment through the 1981-1982 school year but have increased since that point with the past year seeing a very strong continuation of this positive trend.

The number of students transferring to four-year institutions is also an indicator of student performance. Total transfers to the state's public four-year colleges and universities continued to decline in the past year. But, "relative transfers" increased as they have since the Fall of 1982, with the actual number of transferring students dropping proportionally less than total enrollment.

Finally, transfers into the District's colleges are examined, since they are a considerable part of total new enrollees and significantly shape the character and ability of the student body. A stricter formulation of the data this year prevents a detailed comparison with previous figures, but they do show very substantial numbers of incoming transfers. Particularly noteworthy is the fact that new transfers from California's public four-year schools were only slightly less in number than District students transferring to those institutions.

Student Support Services

While the college narratives describe a number of instructional and student support functions and activities, this technical section must deal rather brusquely with that area. Few hard measures of support services are available for annual review. Those which can be marshalled show a continuing decline in the numbers of students served, a decline which has outrun the drop in enrollment since 1982.

Fiscal and Personnel Resources

Tables 30 through 36 provide information on income sources for the District, expenditures by programs and colleges, and personnel distributions by ethnicity, sex, occupational category and location.

Income and general fund expenditures have been traced in this Annual Report from fiscal year 1979-80 to the present. The picture revealed is one of steadily declining resources in real terms and of efforts to fulfill the District's mission of instruction in spite of that decline. Revenue from all outside sources has been reduced in constant dollars over the period, with the greatest loss occurring in Federal support. Proportions spent on instruction have increased at the expense of funding for support areas. Special purpose expenditures, which are largely self-supporting or funded from other than General Fund sources, have basically kept pace with inflation over the past year. Special funds awarded to the District decreased very slightly during the past year.

The data on personnel reveal a mixed pattern of success in the District's efforts to further equal opportunities for its employees through affirmative personnel policies. In the light of the budget restrictions outlined above, however, it is remarkable that almost no deterioration has taken place in the ethnic and gender distribution of employees.

TABLES AND FIGURES

Demographic Characteristics

Table 1: Community Demographic Characteristics, 1980 Census, by Areas and Communities, with Comparisons to Fall 1984 Enrollment Characteristics

Description:

Table 1 provides summary data from the 1980 census on ethnicity, gender, age, median family income and years of education for populations living in discrete areas within the Los Angeles Community College District. Each of these service areas has a District college centrally located within it, although many colleges attract substantial enrollment from beyond their immediate areas. Demographic characteristics have been aggregated from zipcodes to groups of communities within service areas. Comparable data for districtwide enrollment of residents from these service areas are given for ethnicity, gender and age.

Discussion:

Using Table 1, it is possible to compare the districtwide and area-by-area enrollments with the populations served. However, as the years progress into mid-decade, the 1980 census figures become less reliable. Intra-decade estimates and projections for total population by service area are possible, but updated figures on the characteristics of these populations are not available except for age distributions at the districtwide level, which can be estimated from County-level projections. These indicate declining numbers of people under 25 through 1990, and rising numbers of those 25 and older. Continued shifts in ethnic distributions along the lines observed in the 1970s are also expected: higher proportions of Asians and Hispanics, a stable proportion of blacks, and a lower proportion of whites. Unfortunately, more precise dimensions of these changes have not been established.

Bearing in mind these qualifications, comparisons of enrollment and populations served can be made. Focusing for the moment only on the districtwide figures at the end of Table 1, we see diversity in the ethnic distribution of both enrollment and population, but with some disparity between the two sets of numbers. As has been the case in recent years, Fall 1984 enrollment was higher than 1980 population incidence for Asians and blacks, but lower for Hispanics and whites. Asians were 14% of enrollment but only 7% of the population, while blacks were 20% of enrollment and 15% of population. Conversely, Hispanics made up 24% of enrollment but over 31% of population, while whites were 39% of enrollment and 46% of population. These patterns would doubtless still pertain even if the current ethnic distribution of the population could be accurately estimated, though Asian and white enrollments would be somewhat closer to their population proportions, while even greater disparity between Hispanic enrollment and population would be found.

The ethnic distribution of the population varies considerably across the District. Whites were majorities in five of the nine service areas in

1980; proportions ranged from 53% (Harbor) to 84% (West Valley). Hispanics were 67% of the Eastern area, while blacks were 64% of the Southwest area. Asians were most concentrated in Gardena (24%), Echo Park (21%), and Monterey Park (18%).

Comparing the ethnic distribution of population and student enrollment at the service area level, we see that Asians were enrolled in greater proportions relative to population in all service areas except Southwest, though to varying degrees. Black students were enrolled in somewhat greater numbers than population distribution would predict in all service areas. Hispanic students were found in smaller proportions than their population in all areas, but most notably in the South Central and Southwestern areas. White students were also below their population percentages in all areas, particularly in the Eastern, North Central, South Central, Southwestern and Western service areas.

At the District level, females were a slightly higher proportion of Fall 1984 enrollment than of the 1980 population, at 54% compared to 51%. Departures from this pattern, however, were found in the North Central service area, where females were a smaller proportion of enrollment than of the population, and in the Northern, Southwestern, and Western areas, where female students were found in substantially greater proportions than within these populations.

Turning to age distribution, we see that almost half (49%) of the District's students were under 25 years. This includes a very small number under 17 who have been included in the 17-19 year-old group. These figures can be compared to the distribution of the college-age population, those 17 and older, among whom the 17 through 24-year olds comprise slightly over 20%. Since this age group is actually now declining in numbers, as the children of the "baby boom" years have moved past these peak college participation years (a 5.5% decline between 1980 and 1985, according to Cal-fornia Department of Finance estimates), the disproportion is actually greater than that appearing in the table.

At the service area level, both the age distribution of the population and of enrolled students varies further. The Northern and Southwest areas have the youngest populations, with 8% and 9% of their 17 and older populations between the ages of 17 and 19. The Eastern Valley and North Central areas have the oldest populations, with 31% of the first and 29% of the second 55 years or more. The age distribution of students from the various service areas tends to follow that of the population, though not precisely. Students from the Southwest area made up the largest proportion of 17-19 year-olds and students from the Eastern Valley were the largest proportion of those 55 and older.

Finally, the table shows that educational levels are significantly different in various parts of the District. A third of the 1980 District population 17 years of age or older had fewer than 12 years of education (high school completion), indicating the presence of a substantial pool of underprepared students who need appropriate and effective curricula, assessment, testing and placement. These proportions range from highs of 51% in the Eastern and South Central service areas to 16% and 17% in the Western and West Valley areas.

TABLE I

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS, BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1984 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	POPULATION 1980 CENSUS	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY ASIAN	BLACK	HISPANIC	WHITE	OTHER	GENDER MALE	FEMALE	AGE[1] 17-19	20-24	25-34	35-54	55+	MEDIAN[2] INCOME	YEARS OF EDUCATION[3] <12	12	13-15	16	>16
EASTERN																			
Alhambra, San Gabriel		10.7	0.7	34.4	53.0	1.2	46.1	53.9	5.8	12.3	22.7	26.0	33.1	$21,159	26.7	32.6	24.0	8.9	7.9
Bell, Bell Garden, Cudahy, Huntington Pk., Maywood, South Gate		2.0	.9	68.6	28.0	0.5	48.8	51.2	8.0	15.7	26.2	26.3	23.8	14,709	59.5	27.0	10.0	1.8	1.7
Boyle Heights, City Tr., El Sereno, Commerce, Lincoln Hgts., East L.A.		4.5	1.0	88.5	5.5	0.4	49.0	51.0	9.5	16.3	24.4	27.4	22.4	13,452	65.9	20.3	10.0	1.8	2.1
Monterey Pk., Rosemead, Montebello		18.2	0.7	50.2	29.6	1.4	47.8	52.2	7.7	13.6	22.3	29.8	26.5	20,378	34.7	31.9	20.2	6.9	6.2
TOTAL EASTERN AREA	790,489	7.6	.9	66.8	23.9	0.7	48.3	51.7	8.1	14.9	24.1	27.4	25.5	$16,530	51.0	26.6	14.5	4.1	3.8
ENROLLMENT CHARACTERISTICS		21.7	1.8	65.9	7.9	2.7	48.2	51.8	23.0	35.6	27.0	12.3	2.1						
HARBOR																			
Carson, Wilmington, Torrance		12.1	15.4	34.5	37.0	1.0	49.4	50.6	9.0	13.7	24.1	32.6	20.6	$21,828	36.7	33.6	20.2	5.2	4.3
Harbor City, Lomita, San Pedro		6.0	4.5	25.2	63.3	1.0	49.4	50.6	6.8	13.0	23.4	29.7	27.1	22,979	29.9	34.1	22.3	6.5	7.2
Palos Verdes Peninsula		8.0	1.6	3.0	86.6	0.8	49.3	50.7	8.3	7.1	12.3	48.4	23.8	46,774	5.8	19.7	27.1	21.2	26.2
TOTAL HARBOR AREA	390,321	9.6	9.9	26.6	52.9	1.0	49.4	50.6	8.2	12.4	21.9	34.3	23.2	$26,916	29.1	31.3	22.1	8.4	9.1
ENROLLMENT CHARACTERISTICS		13.9	12.9	20.2	50.0	3.0	42.2	57.8	21.7	30.9	23.0	20.0	4.4						

Source: Population data, aggregated to zipcode areas, was obtained from the Southern California Association of Governments, Census Data Center. Figures vary from previous Annual Reports due to changes in the count by the Census Bureau, variations in the aggregration of census tracts to zipcodes, and corrections in the aggregation of zipcodes to community areas.

1 Proportions are based on the population of individuals 17 years of age or older.

2 Data for enrolled students are not available.

3 Proportions are based on the population of individuals 18 years of age or older; they are not available for enrolled students.

TABLE I (continued)

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS, BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1984 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	POPULATION 1980 CENSUS	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY					GENDER		AGE					MEDIAN INCOME	YEARS OF EDUCATION				
		ASIAN	BLACK	HISPANIC	WHITE	OTHER	MALE	FEMALE	17-19	20-24	25-34	35-54	55+		<12	12	13-15	16	>16
NORTH CENTRAL																			
La Brea, Hancock Park, Hollywood		12.6	7.0	21.9	55.9	2.5	47.0	53.0	3.8	11.5	26.3	24.2	34.2	$17,827	25.8	27.0	23.4	12.6	11.1
W. Hollywood, Los Feliz		5.7	4.3	12.3	75.6	2.1	51.6	48.4	3.2	10.4	27.8	27.3	31.2	20,516	21.7	26.3	24.9	13.6	13.5
Echo Park		21.4	4.8	47.4	24.2	2.3	52.5	47.5	7.0	15.2	28.0	27.3	22.6	12,840	47.4	21.9	17.2	6.8	6.7
Eagle Rock, Highland, Glassel Pk., Silverlake		10.9	1.3	46.3	40.3	1.2	48.9	51.1	6.9	13.0	24.1	29.0	27.1	18,872	36.1	28.9	20.0	7.2	7.7
TOTAL NORTH CENTRAL AREA	561,217	12.3	4.5	30.8	50.5	2.0	49.9	48.7	4.9	12.3	26.6	26.8	29.4	$17,765	31.1	26.2	21.9	10.6	10.2
ENROLLMENT CHARACTERISTICS		28.4	10.4	26.2	30.0	5.0	51.3	48.7	13.1	28.9	34.8	19.3	3.8						
NORTHERN																			
Pacoima, Sun Valley		4.4	8.9	49.3	36.4	0.9	50.2	49.8	8.9	14.1	24.9	31.3	20.8	$23,412	45.5	31.9	15.6	3.9	3.1
Mission Hills, Sepulveda		5.4	3.5	16.9	73.4	0.9	50.1	49.9	7.4	13.3	21.9	30.6	26.9	26,520	21.8	38.7	25.3	8.0	6.2
San Fernando, Sylmar, Granada Hills		3.4	6.3	31.2	58.2	0.8	49.9	50.1	8.8	13.3	22.9	33.2	21.8	25,239	29.8	35.5	21.5	6.9	6.3
Sunland, Tujunga		3.1	0.5	10.9	84.7	0.7	49.5	50.5	6.8	12.6	24.5	30.2	25.9	23,709	23.7	40.8	24.5	6.0	5.0
TOTAL NORTHERN AREA	316,339	4.0	5.9	32.0	57.2	0.9	50.0	50.0	8.3	13.4	23.5	31.8	23.0	$23,825	32.4	35.7	20.8	6.1	5.1
ENROLLMENT CHARACTERISTICS		8.7	8.1	27.2	52.4	3.6	44.0	56.0	20.7	28.5	26.1	20.0	4.7						
SOUTH CENTRAL																			
Pico/Western, W. Adams		15.4	20.6	45.1	17.5	1.4	48.9	51.1	6.0	14.9	28.5	26.8	23.8	$13,057	43.8	24.9	18.4	6.7	6.3
Exposition Pk., Vernon		3.1	58.3	32.6	5.3	0.7	47.6	52.4	9.9	17.2	22.5	25.0	25.4	10,898	50.2	26.5	17.9	2.7	2.7
Westlake		5.0	14.2	62.8	17.0	1.1	59.7	40.3	7.6	17.2	26.5	27.1	21.7	9,043	68.8	17.6	8.8	2.4	2.3
TOTAL SOUTH CENTRAL AREA	456,880	8.2	38.0	41.2	11.6	1.0	49.6	50.4	8.0	16.3	25.5	26.0	24.3	$11,614	49.9	24.7	17.0	4.3	4.1
ENROLLMENT CHARACTERISTICS		14.8	50.3	26.3	5.0	3.7	47.0	53.0	17.8	30.0	31.9	17.6	2.7						

TABLE I (continued)

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS, BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1984 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	POPULATION 1980 CENSUS	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY ASIAN	BLACK	HISPANIC	WHITE	OTHER	GENDER MALE	FEMALE	AGE 17-19	20-24	25-34	35-54	55+	MEDIAN INCOME	YEARS OF EDUCATION <12	12	13-15	16	>16
SOUTHWEST																			
Gardena		23.5	22.6	19.4	33.2	1.3	49.3	50.7	7.1	12.7	23.4	31.7	25.1	$22,034	30.0	36.3	22.9	6.0	4.7
Broadway/Manchester, S.L.A.		0.5	79.8	17.2	1.9	0.4	46.8	53.2	9.9	15.2	21.9	28.1	24.9	10,224	50.0	32.2	15.0	1.9	0.9
Florence, Watts		0.9	62.2	31.6	5.0	0.4	47.0	53.0	10.4	15.3	22.4	26.2	20.5	10,186	58.1	27.5	12.0	1.3	1.1
Normandie/Manchester		0.8	84.6	11.4	2.8	0.4	46.3	53.7	9.4	14.3	23.1	32.7	20.5	14,031	36.9	35.2	22.4	3.1	2.4
TOTAL SOUTHWEST AREA	364,900	5.4	64.4	20.2	9.4	0.6	47.2	52.8	9.3	14.4	22.8	29.8	23.8	$13,952	43.5	32.3	18.4	3.1	2.3
ENROLLMENT CHARACTERISTICS		2.7	85.1	9.0	2.0	1.2	39.2	60.8	23.8	29.5	26.5	17.9	2.3						
VALLEY (EASTERN)																			
Burbank		3.3	0.5	16.2	79.2	0.8	47.9	52.1	5.6	10.6	20.2	29.2	34.4	$23,026	24.9	37.9	23.6	7.5	6.1
Encino, Panorama City, Sherman Oaks, Van Nuys		3.5	2.1	15.3	78.0	1.0	48.3	51.7	5.5	13.2	24.6	27.2	29.6	24,722	21.8	31.7	25.7	10.6	10.2
N. Hollywood, Studio City		4.2	2.0	19.7	72.8	1.2	48.7	51.3	5.0	12.3	25.2	27.8	29.8	22,271	24.4	32.0	25.4	9.9	8.3
TOTAL EASTERN VALLEY AREA	444,921	3.7	1.8	17.0	76.5	1.1	48.4	51.6	5.4	12.4	23.9	27.8	30.6	$23,573	23.3	33.0	25.2	9.8	8.8
ENROLLMENT CHARACTERISTICS		8.7	4.4	13.0	69.4	4.6	44.6	55.4	17.0	27.9	30.2	18.3	6.5						
VALLEY (WESTERN)																			
Calabasas, Topanga, Woodland Hills		2.5	1.0	4.3	91.5	0.6	49.8	50.2	7.9	9.5	18.8	40.0	23.8	$36,531	10.3	27.3	30.4	15.6	16.4
Canoga Park, Chatsworth		4.9	1.4	10.8	82.1	0.9	49.7	50.3	8.0	13.8	23.2	34.0	20.9	27,690	18.9	34.9	27.0	9.9	9.3
Encino, Northridge, Reseda, Tarzana		4.1	1.6	9.7	83.6	1.0	49.4	51.0	7.3	14.1	22.5	31.8	24.3	29,534	16.4	31.8	27.9	11.8	12.0
TOTAL WESTERN VALLEY AREA	374,734	4.1	1.4	9.2	84.5	0.9	49.4	50.6	7.7	13.1	22.1	34.1	23.0	$29,955	16.5	32.3	27.9	11.7	11.7
ENROLLMENT CHARACTERISTICS		10.4	2.8	8.7	74.9	3.2	46.6	53.4	21.0	33.0	23.6	15.8	4.6						

TABLE 1 (continued)

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS, BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1984 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	POPULATION 1980 CENSUS	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY					GENDER		AGE					MEDIAN INCOME	YEARS OF EDUCATION				
		ASIAN	BLACK	HISPANIC	WHITE	OTHER	MALE	FEMALE	17-19	20-24	25-34	35-54	55+		<12	12	13-15	16	16
WESTERN																			
Beverly Hills		2.6	1.6	4.0	90.9	0.9	44.5	55.5	4.8	6.7	15.6	34.0	38.9	$46,562	12.3	24.6	26.5	17.3	19.3
Brentwood, Pacific Palisades, Westwood		4.5	1.4	3.7	89.4	1.1	47.1	52.9	8.6	13.7	19.3	28.9	29.6	44,414	6.6	19.0	29.9	18.9	25.5
Century City, Palms, Rancho Pk., W.L.A.		7.8	9.9	12.1	68.5	1.7	46.3	53.7	3.9	13.4	28.2	23.5	31.1	22,228	18.4	25.8	25.3	13.7	16.8
Hyde Pk., Windsor Hills, La Brea/Jefferson		4.9	81.9	6.5	5.9	0.7	45.6	54.4	6.6	12.3	22.7	31.5	26.9	17,130	24.3	33.0	28.0	7.0	7.7
Culver City, Mar Vista, Marina del Rey, Venice, Westchester		6.9	5.0	19.3	67.4	1.3	49.6	50.4	5.8	12.5	26.9	29.5	25.3	24,646	19.7	28.8	25.4	12.2	13.8
TOTAL WESTERN	564,184	6.0	20.7	11.3	60.7	1.2	47.3	52.7	5.9	12.5	24.3	28.6	28.8	$27,442	17.4	26.8	26.7	13.2	15.9
ENROLLMENT CHARACTERISTICS		8.0	52.3	7.9	27.6	4.2	41.4	58.6	16.0	25.9	30.7	22.5	5.0						
DISTRICT POPULATION CHARACTERISTCS	4,263,985	7.1	14.7	31.5	45.6	1.1	48.7	51.3	7.1	13.5	24.1	29.1	26.2	$21,163	33.0	29.1	21.5	8.2	8.3
DISTRICT ENROLLMENT PERCENTAGES		14.0	19.6	24.3	38.6	3.6	45.7	54.3	19.5	30.4	28.3	17.7	4.1						

Attendance Patterns

Table 2: Percentage Enrollment by College and Participation Rates by Areas and Communities, Fall 1984

Description:

Table 2 provides information about enrollment in District colleges from the population in each of the service areas described in Table 1. A participation rate has been calculated by dividing Fall 1984 enrollment by the 1980 census population aged 18-64 years.

Discussion:

East, Harbor, Valley and Pierce all function in a virtual monopoly situation with regard to the attendance of District residents from their respective service areas. Each enrolls over three fourths of those District residents who attend District schools. City and West each enroll a slight majority of the District's students from their service areas, while Mission, Trade-Tech and Southwest face extensive competition within their own service areas from other District institutions. Indeed, Trade-Tech recruits fewer students than does City from within the South Central area, but draws substantial proportions from other service areas in compensation. Location in relation to other institutions and the nature of programs and facilities obviously work to explain these differences in service area dominance.

What is also clear from Table 2 is that there are wide disparities in the rate at which residents of the different areas attend any of the District's colleges. Those disparities are influenced by three factors: differences in age distributions among the service area populations, variations in social-economic levels, and the degree of competition from non-District institutions of postsecondary education, both two-year and four-year. The impact of this competition has been accelerated, of course, under recent "free-flow" conditions, which have encouraged out migration.

The precise impact of these factors is somewhat difficult to reveal because of the three-way variation and because it must be assumed that age distributions at the service area level are changing rapidly. But there is at this point no way to adjust the distributions given in the 1980 census to reflect those changes. Without such adjustments, participation rates for limited age groups, which would "control" the age factor so that the other variables could be examined, would doubtlessly introduce even greater distortion. Consequently, only one rate is shown, computed as the number of students from a service area per 100 persons in that area between the ages of 18 and 64. The calculation of this rate helps to correct the major skew of increasing proportions at both ends of the age distribution, but it does not correct for the equally rapid change in numbers of people in the age groups most relevant to college attendance. Table 5.1 will show participation rates at the District level for more limited age categories, but the age group projections upon which these are based cannot be supported at the service area level.

With an understanding of these limitations, an examination of the participation rates can be made. The rates vary from a low of 1.9 per 100 in the Western area to a high of 5.9 in the West Valley area. Intuitive adjustments to these differences might be made in the following manner. Table 1 revealed that the North Central, Eastern Valley and Western areas had the smallest proportions of young people in 1980. These areas are probably experiencing more rapid depopulation in the ages most representative of college enrollment than the other areas, particularly the Southwestern and South Central areas, which had relatively high porportions in the younger categories in 1980. Thus any refinement of the participation rate would probably bring the extremely low rate in the Western area more in line with those of the Southwestern and South Central areas. Nevertheless, differences in the rates for these areas and those of the San Fernando Valley would remain substantial.

Whatever the true level, variations in participation rates across the District are also clearly related to differences in social-economic levels and to competition from non-District colleges as well as to age. Drawing again from Table 1, students from areas with higher median incomes attend the District's colleges at a greater rate. Students living closer to competing institutions are less likely to attend those of the District. The two areas with the lowest participations rates, Southwest and Western, indicate how these two factors interact.

In the Western area, which would be expected to have a high participation rate, the relationship of wealth and participation is inverted. The highest income communities, Beverly Hills and Brentwood, are those which are also closest to Santa Monica City College and to UCLA, institutions which draw off very substantial numbers of potential District students. The least wealthy section of the service area, Hyde Park, produces the highest participation rate due to its greater distance from the institutions which compete with the District.

In the Southwest area as a whole, the influence of lower social-economic conditions are compounded by extensive competition, thus reducing further the overall participation rate. Within the area, the relationship of wealth to participation is again inverted since the subarea with the highest median income is also the one closest to El Camino College.

TABLE 2

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1984

GEOGRAPHIC AREA/COMMUNITY	Fall 1984 Enrollment	Percentage Enrollment by College									Participation Rate[2] Population 18-64
		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	
EASTERN											
Alhambra, San Gabriel	1,800	81.7	5.0	0.1	0.1	0.1	0.1	12.4	0.3	0.3	2.6
Bell, Bell Gardens, Cudahy, Huntington Pk., Maywood, South Gate	2,238	62.2	6.7	0.7	0.0	0.1	0.8	28.6	0.3	0.6	1.7
Boyle Heights, City Tr., El Sereno, Commerce, Lincoln Hights., East L.A.	5,617	73.6	8.9	0.1	0.1	0.1	0.1	16.5	0.2	0.3	3.6
Monterey Pk., Rosemead Montebello	3,605	87.6	2.9	0.1	0.0	0.1	0.1	8.6	0.1	0.5	3.1
TOTAL EASTERN AREA	13,260	76.6	6.4	0.2	0.1	0.1	0.2	15.9	0.2	0.4	2.8
HARBOR											
Carson, Wilmington, Torrance	2,866	0.4	0.7	91.8	0.0	0.0	1.9	3.8	0.0	1.3	2.6
Harbor City, Lomita, San Pedro	3,072	0.3	0.2	96.3	0.0	0.1	0.2	1.8	0.0	1.0	4.2
Palos Verdes Peninsula	1,236	0.1	0.5	94.4	0.0	0.2	0.2	0.6	0.0	4.0	2.9
TOTAL HARBOR AREA	7,174	0.3	0.5	94.2	0.0	0.1	0.9	2.4	0.0	1.7	2.9

Source: Fall 1984 Student Data Tape, Data Processing Branch, Business Services Division. Table 2 does not include ITV, students from outside the District, or those not reporting Sources.

1 Participation rate percentages were computed by dividing enrollment, from each geographic area/community, by its corresponding 1980 census population aged 18-64.

TABLE 2 (continued)

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1984

GEOGRAPHIC AREA/COMMUNITY	Fall 1984 Enrollment	Percentage Enrollment by College								Participation Rate Population 18-64
		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	
NORTH CENTRAL											
La Brea, Hancock Park, Hollywood	3,726	1.7	75.2	0.2	0.1	1.1	0.6	11.2	6.[illegible]	4.0	3.7
W. Hollywood, Los Feliz	3,059	0.9	66.6	0.1	0.7	2.6	0.4	8.0	17.5	3.2	2.6
Echo Park	3,408	5.1	72.5	0.1	0.1	0.6	0.3	18.1	2.3	1.0	5.7
Eagle Rock, Highland, Glassel Pk., Silverlake	1,688	17.1	48.0	0.1	0.4	2.3	0.4	24.8	5.6	1.4	2.0
TOTAL NORTH CENTRAL AREA	11,881	4.7	68.4	0.1	0.3	1.5	0.4	14.3	7.8	2.5	3.3
NORTHERN											
Pacoima, Sun Valley	2,422	0.6	1.4	0.0	23.9	10.7	0.0	2.4	60.7	0.2	4.2
Mission Hills, Sepulveda	1,662	0.5	0.7	0.0	20.5	38.3	0.0	1.3	38.4	0.2	3.8
San Fernando, Sylmar, Granada Hills	3,604	0.2	0.6	0.0	41.1	28.1	0.0	1.6	28.1	0.4	4.6
Sunland, Tujunga	513	2.7	2.5	0.4	11.3	10.9	0.0	5.7	66.3	0.2	2.4
TOTAL NORTHERN AREA	8,201	0.5	1.0	0.0	30.0	23.9	0.0	2.0	42.2	0.3	4.0
SOUTH CENTRAL											
Pico/Western, W. Adams	4,069	3.0	57.6	0.2	0.1	0.3	1.7	26.1	1.7	9.3	3.4
Exposition Pk., Vernon	4,361	4.1	28.3	0.5	0.1	0.8	10.5	44.2	1.0	10.5	3.3
Westlake	613	8.0	51.2	0.2	0.0	0.3	0.8	37.0	1.5	1.0	1.7
TOTAL SOUTH CENTRAL AREA	9,043	3.9	43.0	0.3	0.1	0.6	5.9	35.6	1.3	9.3	3.1

TABLE 2 (continued)

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1984

GEOGRAPHIC AREA/COMMUNITY	Fall 1984 Enrollment	Percentage Enrollment by College									Participation Rate Population 18-64
		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	
SOUTHWEST											
Gardena	564	1.6	3.5	47.9	0.0	0.5	22.7	15.6	0.2	8.0	1.3
Broadway/Manchester, S.L.A.	1,144	3.1	13.0	3.3	0.1	0.8	44.1	29.7	0.8	5.1	3.8
Florence, Watts	1,542	10.1	10.8	1.8	0.1	0.3	40.9	31.6	1.2	3.2	2.6
Normandie/Manchester	3,077	1.2	11.4	3.1	0.0	0.6	51.4	20.8	0.7	10.8	4.2
TOTAL SOUTHWEST AREA	6,327	3.8	10.9	6.8	0.0	0.6	44.9	24.6	0.8	7.6	3.0
VALLEY (EASTERN)											
Burbank	1,888	0.6	3.3	0.1	2.1	8.5	0.0	4.8	80.2	0.4	3.6
Encino, Panorama City, Sherman Oaks, Van Nuys	7,164	0.3	1.1	0.0	2.6	23.9	0.0	1.3	70.4	0.5	4.8
N. Hollywood, Studio City	5,213	0.3	2.1	0.1	2.1	7.3	0.0	1.7	86.1	0.3	4.8
TOTAL EASTERN VALLEY AREA	14,265	0.3	1.8	0.0	2.3	15.8	0.0	1.9	77.4	0.4	4.6
VALLEY (WESTERN)											
Calabasas, Topanga, Woodland Hills	2,802	0.4	0.4	0.0	0.7	93.1	0.0	0.6	4.4	0.4	5.9
Canoga Park, Chatsworth	5,939	0.2	0.5	0.0	1.4	91.7	0.0	1.0	5.0	0.2	6.6
Encino, Northridge, Reseda, Tarzana	5,996	0.2	0.5	0.0	3.4	79.4	0.0	0.8	15.0	0.8	5.4
TOTAL WESTERN VALLEY AREA	14,737	0.2	0.5	0.0	2.1	87.0	0.0	0.8	8.9	0.5	5.9

TABLE 2 (continued)

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1984

GEOGRAPHIC AREA/COMMUNITY	Fall 1984 Enrollment	Percentage Enrollment by College									Participation Rate Population 18-64
		WLAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	
WESTERN											
Beverly Hills	214	0.0	14.5	0.5	0.5	13.1	0.9	7.9	36.4	26.2	0.8
Brentwood, Pacific Palisades, Westwood	265	0.4	11.3	0.0	0.4	24.2	1.1	7.9	18.9	35.8	0.4
Century City, Palms, Rancho Pk., W.L.A.	1,351	1.6	13.2	0.4	0.4	4.1	0.6	12.8	5.0	62.0	1.5
Hyde Pk., Windsor Hills, La Brea/Jefferson	3,305	1.4	16.7	0.7	0.1	0.7	8.9	26.6	1.2	43.7	4.8
Culver City, Mar Vista, Marina del Rey, Venice, Westchester	1,944	0.5	4.0	0.9	0.3	2.2	0.7	8.0	1.2	82.3	1.5
TOTAL WESTERN AREA	7,079	1.1	12.3	0.7	0.2	3.0	4.5	17.6	3.7	57.0	1.9
DISTRICT		12.5	16.1	8.1	3.4	19.0	4.2	11.5	18.6	6.5	3.5

Student and Enrollment Characteristics

Table 3: Ten-Year Trend in District Unduplicated Enrollment by Sex, Fall Semesters 1975-84

Figure 2: District Unduplicated Enrollment by Sex, Fall Semesters 1971-84

Description:

Frequencies and percentages of enrollment by sex are shown in Table 3 for each fall semester, 1975 through 1984; proportions and the direction of change are plotted in Figure 2 for fall semesters 1971 through 1984.

Discussion:

Males were a majority of District enrollment until 1976. In that year, when total enrollment declined 8%, male enrollment dropped 23% while female enrollment rose 13%. Since that point, women have remained a majority, reaching a peak of 54.1% of District enrollment in 1980 and standing near that figure at 53.9% in 1984.

The exact timing of the reversal in the proportions of males and females which occurred in the mid-seventies was determined by the drop in male enrollment brought by the end of Viet Nam era veterans' benefits. The parity in male and female enrollment which this reversal signaled was actually the result of a long-term increase in female participation in postsecondary education across the nation which began even in the 1950s and greatly accelerated in the 1970s. Recent variations in this parity have been very minor.

Figure 2: District Unduplicated Enrollment by Sex, Fall Semesters 1971-84

TABLE 3

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY SEX, FALL SEMESTERS 1975-84

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	79,745	59.3	61,434	49.9	60,465	47.3	57,262	46.7	59,375	46.0	60,793	45.9	63,395	46.1	62,883	46.7	55,769	47.0	46,732	46.1
Female	54,727	40.7	61,720	50.1	67,292	52.7	65,463	53.3	69,815	54.0	71,682	54.1	74,138	53.9	71,584	53.3	62,769	53.0	54,568	53.9
Total	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0	101,300	100.0

Note: Enrollments do not include ITV.
Source: Census Class Enrollment Report CCAF130, Report to the Chancellor's Office, prepared by Office of Student Services, Educational Services Division.

Table 4: Ten-Year Trend in District Unduplicated Enrollment by Ethnic Background, Fall Semesters 1975-84

Figure 3: District Unduplicated Enrollment by Ethnic Background, Fall Semesters 1971-84

Description:

Table 4 presents the ethnic distribution of District enrollment from Fall 1975 through Fall 1984 by number and percentage. Because students report their ethnic status voluntarily when they register, the number of respondents is somewhat less than total enrollment; both of these totals are given in the table. Percentages for students in each category have been calculated from those students who reported their ethnicity. Figure 3 displays changes in the proportion of each ethnic group over the period Fall 1971 through Fall 1984.

Discussion:

White enrollment has dropped from almost 60% in 1971 to less than 40% in 1984, after reaching a low of 37% in 1981 and 1982. This decline was sharpest to 1977, and has changed little since. The graph shows a somewhat contrasting pattern for black enrollment, which jumped from 18% to 30% between 1976 and 1977, but declined steadily after that to 20% in 1984. The number of blacks now stands at a figure almost identical to that of the pre-1975 level. Their participation rate, however, figured as a proportion of black population aged 18 to 64, remains second highest in the District at 5.2, compared to 3.0 for Hispanics, 3.1 for whites, and 5.9 for Asians. Hispanics have registered a steady increase since 1971, going from slightly under 15% of enrollment to almost 24% in 1984. They are the second largest ethnic category of District enrollment. The greatest enrollment increase has been among Asians, going from 5% to 14% in relative terms since 1971 and experiencing an increase of 17% in actual numbers over the period.

Changes in student ethnicity are largely the result of changes in the population. Immigration of Asians and Hispanics is evident in enrollment patterns, as well as the outmigration from the District of whites. Black enrollment is somewhat of a special case. Recent years have seen a steady and significant drop in the number and proportion of black students in many institutions of higher education. As Figure 3 suggests, at least for the Los Angeles Community College District, this decline is in part the artifact of an equally rapid growth in the number of black students prior to 1977--a growth which peaked at that point and has declined ever since. Also evident from Figure 3 is that black enrollment departed from that of other groups particularly in the years between 1977 and 1982, when other categories increased their numbers while the number of black students fell off from the 1977 surge. Since 1982, however, the curve of black enrollment has very closely paralleled that of whites but deviated from that of the other minority groups.

Whether this is a cause for concern as indicating increased obstacles specific to black students or the declining relevance of District programs for black needs, or a sign that blacks have been more fully integrated into the educational system and now respond to the range of offerings in a manner very similar to that of whites, remains to be seen. Looking over the whole period, however, it is clear that the most dramatic change is from a predominantly white student body to one that is fully multi-ethnic.

Figure 3: District Unduplicated Enrollment by Ethnic Background
Fall Semesters 1971-84

TABLE 4

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY ETHNIC BACKGROUND, FALL SEMESTERS 1975-84

	1975		1976		1977		1978		1979		1980		1981[1]		1982[2]		1983[2]		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Asian	5,091	5.5	4,321	6.6	5,891	8.5	8,095	9.8	9,895	10.3	10,649	11.1	12,142	11.6	13,279	11.7	12,822	12.2	12,647	13.6
Black	18,862	20.4	11,632	17.6	20,749	30.1	23,105	28.1	26,479	27.4	25,557	26.7	26,851	25.7	27,508	24.3	24,503	23.3	18,567	19.9
Hispanic	15,317	16.6	14,068	21.3	12,893	18.7	16,527	20.1	19,780	20.5	21,377	22.3	23,745	22.7	25,362	22.4	23,596	22.4	21,957	23.6
White	50,911	55.0	33,841	51.3	27,389	39.7	31,995	38.9	37,632	39.0	35,219	36.8	38,216	36.6	43,090	38.1	40,617	38.6	36,656	39.3
Other	2,336	2.5	2,091	3.2	2,101	3.0	2,441	3.0	2,705	2.8	2,901	3.0	3,547	3.4	3,976	3.5	3,719	3.5	3,328	3.6
Total Reporting[3]	92,517		65,953		69,023		82,163		96,491		95,703		104,501		113,215		105,257		93,155	
Total Enrolled	134,472		123,154		127,757		122,725		129,190		132,475		135,508		134,737		118,538		101,300	
Percent Reporting		68.8		53.6		54.0		66.9		74.7		72.2		77.1		84.0		89.1		92.0

Note: Enrollments do not include ITV.

Source: Fall 1984 Student Data Tape.

[1]Fall 1980 data were substituted at Pierce, Southwest and Valley Colleges because ethnic information was affected by coding changes.

[2]Due to continuing coding confusion, numbers of Hispanic and white students at Pierce in 1982 and 1983 have been interpolated from the 1981 and 1984 figures, and district-wide totals have been recalculated using these estimates.

[3]Total reporting reflects the enrollment on which the data are based and does not correspond to total enrollment of other tables.

Table 5: Ten-Year Trend in District Unduplicated Enrollment by Age Group, Fall Semesters 1975-84

Table 5.1: Change in Age-Specific Participation Rates, 1971-84

Figure 4: District Unduplicated Enrollment by Age Group, Fall Semesters 1975-84

Description:

Table 5 reports frequencies and percentages of unduplicated enrollment districtwide by age categories from Fall 1975 through Fall 1984. Table 5.1 shows participation rates for the major age categories from 1971 to 1984. Figure 4 illustrates changes over the period Fall 1971-Fall 1984 for each age group, with those 35 and over combined into one category for clarity of presentation.

Discussion:

Consistent trends are difficult to spot in the ten-year data, given the recent volatility in total enrollment and the greater sensitivity of new entrants than continuing students to current environmental conditions. The age distribution of enrollments, as with some other characteristics, thus varies rather drastically from one year to the next. Taking a slightly longer look and computing the rate of change in various age groups, however, makes the trend very clear. Since 1971, the number of students under 20 has declined 36%; those 20 to 24 have fallen 3%; and those between 25 and 34 have increased 42%. Combining the 35 to 44, 45 to 54, and 55 and over into one component, we see that this final segment of enrollment has grown 60%.

Figure 4 charts these trends since 1971 as the changing proportion of enrollment which each age category represents. Those under 20 years have gone from 29% to 18% and are now the smallest age segment. They have been surpassed by the 35 and older group, who increased from 16% to 23% during the same period. The 20 to 24 year-olds have remained an almost constant proportion (30%-31%), and those 25 to 34 have increased from 24% to 29%.

Though the longer-term trends have been somewhat obscured by declines in all categories of students over the last three years, it is clear that the District is moving toward an older student population driven by the same change in age distribution as in the total population. Examination of census and population projection data for Los Angeles County shows that between 1971 and 1984, 18 to 19 year olds have declined 12%; those in the 20 to 24-year old group have increased 18%; 25 to 34-year olds have grown 38%; and those 35 to 64 have risen 5%. It is this latter group, however, which has had the most rapid growth in the very recent years.

Participation rates for the basic age categories can be computed using these age group estimates. The results, shown in Table 5.1, are striking. Total District enrollment, expressed as the number of students per 100 persons in the population 18 to 64, has declined from 5.3 in 1971 to 3.6 in 1984, after reaching a high point in the mid 1970s. This overall drop in the participation rate of 32% occurred for the most part after 1981 and is roughly mirrored in the figures for each of the age categories, though the pacing through the time period has varied.

For students under 24, the participation rates held relatively steady through 1982 and then plunged, registering an overall decline of 35%. For the other age categories, the post 1981-82 drop followed an increase in the rate during the 1970s. Calculated from the 1981 point, the declines in the rates for each of the age categories has been between 30% and 40%, with the 1983 to 1984 change being a continuation of the post 1981 pattern in all cases.

In sum, the long-term trend has been one of declining enrollments of younger students due to decreasing numbers of younger people in the population. Enrollment of older students has increased due both to growing numbers in the population and higher participation rates. Since 1981, enrollment in all age groups has fallen due to a sharp drop in participation rates across the board, a drop which continued unabated through Fall 1984.

Figure 4: District Unduplicated Enrollment by Age Group
Fall Semesters 1971-84

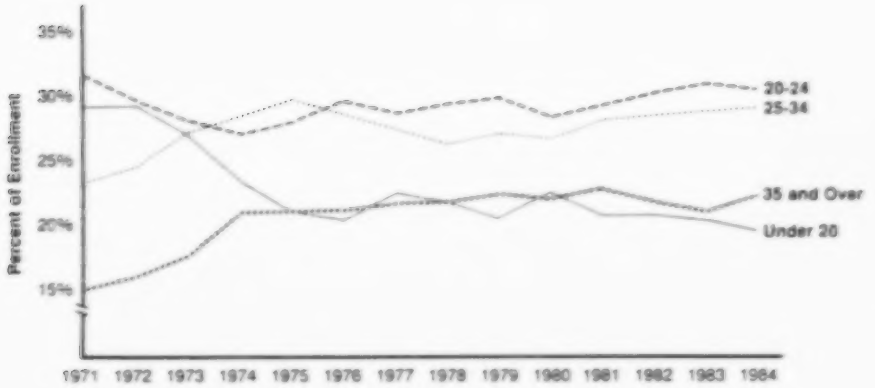

TABLE 5

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY AGE GROUP, FALL SEMESTERS, 1975-84

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Under 20	28,213	21.0	25,422	20.6	28,557	22.4	27,011	22.0	26,885	20.8	29,939	22.6	27,420	19.9	26,730	19.8	22,922	19.3	18,723	18.5
20-24	37,636	28.0	36,465	29.6	36,712	28.7	35,958	29.3	38,388	29.7	37,358	28.2	40,010	29.1	40,557	30.1	36,651	30.9	30,837	30.4
25-34	40,125	29.8	35,284	28.7	34,815	27.3	32,746	26.7	34,975	27.1	35,636	26.9	38,540	28.0	38,050	28.2	34,030	28.7	29,234	28.9
35-44	16,584	12.3	13,842	11.2	14,270	11.2	13,805	11.2	14,707	11.4	15,103	11.4	16,159	11.7	15,800	11.7	13,864	11.7	12,538	12.4
45-54	8,314	6.2	8,170	6.6	8,679	6.8	8,247	6.7	8,520	6.6	8,478	6.4	8,945	6.5	7,869	5.9	6,492	5.4	5,852	5.8
55 & over	3,600	2.7	3,971	3.2	4,724	3.7	4,958	4.0	5,715	4.4	5,961	4.5	6,459	4.7	5,731	4.3	4,579	3.9	4,116	4.1
Total	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0	101,300	100.0

Note: Enrollments do not include ITV.

Source: Census Class Enrollment Report CCAF130.

TABLE 5.1

CHANGING AGE-SPECIFIC PARTICIPATION RATES, FALL SEMESTERS 1971-84

	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
Under 20	18.4	19.0	18.5	18.6	17.7	16.0	18.0	17.0	17.0	17.7	17.7	17.6	15.4	13.5
21-24	9.3	8.7	8.5	9.1	9.9	9.3	9.2	8.8	9.2	9.0	9.4	9.6	8.8	7.3
25-34	4.2	4.4	4.8	5.6	6.2	5.2	5.0	4.6	4.7	4.8	5.0	4.9	4.3	3.7
35 and Over	1.2	1.3	1.5	2.0	2.1	2.0	2.1	2.0	2.2	2.2	2.3	2.1	1.8	1.6
18-64	5.3	5.1	5.2	5.7	6.0	5.3	5.3	4.9	5.0	4.9	5.1	4.9	4.3	3.6

Note: District age group population estimates upon which these participation rates are computed were derived from Los Angeles County level figures for 1970, 1980, and 1985. County level age distributions were compared with those of the District in 1980 and found to be almost identical. Interpolations between the 1970 and 1980 census and between the 1980 census and 1985 projection using county level age distributions can thus be done with reasonable confidence, though subject to some error due to a faster total projected growth rate for the District than for the County.

Sources: U.S. Bureau of the Census, Census of the Population; 1970, General Population Characteristics, Final Report PCC(1)-B6, California; Southern California Association of Governments, Census Data Center (1980 census); Department of Finance, Sacramento, California, Projected Total Population of California Counties, 1983.

Table 6: Ten-Year Trend in District Unduplicated Enrollment by Enrollment Status, Fall Semesters 1975-84

Figure 5: District Unduplicated Enrollment by Enrollment Status, Fall Semesters 1971-84

Description:

Table 6 indicates change in the frequency and percentage of full- and part-time enrollment districtwide for the ten-year period Fall 1975 through Fall 1984. Full-time status requires enrollment in 12 or more units of credit. Figure 5 plots changes in the proportions of full- and part-time students over the past fourteen fall semesters.

Discussion:

The majority of District enrollment has been of part-time students. Over the period since 1971, however, this majority has increased from 62% to almost 72%, after peaking at 75% in 1981.

Many college operations are a function of the number of students enrolled rather than the number of units taken. Therefore, expanding part-time enrollment increases operational cost relative to revenue. Funding appropriations are determined on the basis of average daily attendance (ADA), which is equivalent to 15 hours per week. The average weekly student contact hours (WSCH) per student decline as the percentage of part-time students increases. The average load was 11.4 WSCH per student in Fall 1971, compared to 9.5 in Fall 1984.

A number of social and economic changes have contributed toward higher part- than full-time enrollment. Among them are barriers to full-time enrollment: work, child-care and homemaking responsibilities. There are new motives for continuing education: social change, relicensure requirements, the need for job upgrading and the effects on business and industry of new technological developments. Residents enroll in classes in response to the need for social adaptation, personal interest, and the development of leisure skills. At the same time, full-time enrollment is largely dependent upon matriculating high school graduates--their sheer number as well as their perception of gain through enrollment.

Three operational changes have probably contributed to the recent increases in the proportion of full-time students. Many colleges are recruiting matriculating full-time students and providing them with more services such as assessment, placement and advisement; budget cuts have necessitated reductions in evening and outreach programs that are attractive to part-time students; and the State reclassification of vocational or recreational courses as nonreimburseable required the elimination of many courses with typically high part-time enrollment. But, the long term trend will probably be toward more part-time enrollment, not less, as the impact of declining numbers of new high school graduates and sharply escalating numbers in the older age groups prompts the reshaping of community college programs.

Figure 5: District Unduplicated Enrollment by Enrollment Status, Fall Semesters 1971-84

TABLE 6

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY ENROLLMENT STATUS, FALL SEMESTERS 1975-84

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-Time	48,653	36.1	36,513	29.7	37,575	29.4	34,697	28.3	34,845	27.0	34,642	26.1	34,211	24.9	34,010	25.2	31,121	26.3	28,577	28.2
Part-Time	85,819	63.9	86,641	70.3	90,182	70.6	88,028	71.7	94,345	73.0	97,833	73.9	103,322	75.1	100,727	74.8	87,415	73.7	72,723	71.8
Total	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,536	100.0	101,300	100.0

Note: Enrollments do not include ITV.
Source: Census Class Enrollment Report CCAF130.

Table 7: Ten-Year Trend in District Unduplicated Enrollment by Educational Level, Fall Semesters 1975-84

Figure 6: District Unduplicated Enrollment by Educational Level, Fall Semesters 1971-84

Description:

Table 7 presents the number and percentage of District enrollment from Fall 1975 through Fall 1984 by levels of education. Figure 6 graphs the changes in the proportions of enrollment represented by each level since 1971. Previous Annual Reports have broken enrollment into only two educational levels, freshmen and sophomores, with all students with fewer than 30 units of college credit classified as freshmen and those with 30 units or more labeled as sophomore and above. Because they display somewhat diverging patterns, this year we have broken the sophomores and above into their respective groups. In line with reports made to the State Chancellor's Office, those students with 30 or more units but no degree are considered sophomores. Those with an AA degree or higher are grouped as "other".

Discussion:

The dominant enrollment proportions in District colleges is of freshman-level students, with ranging over the years between 65% and 75% of all students. There are no consistent trends, however. The number of freshmen enrolled is influenced by high school graduation rates and other factors affecting the number of entering students. The number of second-year students is determined by the pace and retention of this freshmen "pool" advancing to sophomore status, and by the extent of transfer and re-entry of advanced students. The combination of these factors appears to produce cycles in the balance between the two groups.

The proportion of freshmen peaked in 1972 and 1983. The low points have been in 1979 and 1984. The pattern for sophomores has been roughly the inverse of this. The "other" category shows more of a long-term pattern, with a fairly steady increase to 1979 and then a leveling off to 1984. This might be interpreted as evidence of a trend to "life-long" education, since those students who already hold degrees typically enroll part-time for continuing occupational or general education purposes. Reductions in evening and outreach programs, noted earlier, have decreased potential continuing education enrollment.

Figure 6: District Unduplicated Enrollment by Educational Level Fall Semesters 1971-84

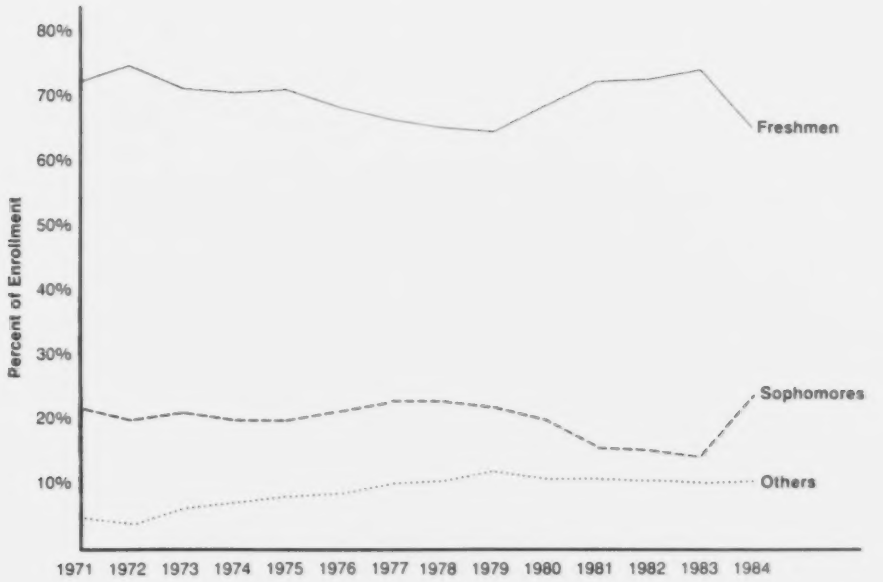

TABLE 7

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL LEVEL, FALL SEMESTERS 1975-84

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Freshmen	96,264	71.6	85,019	69.0	84,813	66.4	80,481	65.6	84,535	65.4	90,233	68.1	99,493	72.3	98,367	73.0	88,253	74.5	65,782	64.9
Sophomores	26,840	20.0	26,892	21.9	29,736	23.3	28,433	23.2	28,821	22.3	26,833	20.3	22,150	16.1	21,397	15.9	17,820	15.0	24,332	24.0
Other	11,368	8.4	11,243	9.1	13,208	10.3	13,811	11.2	15,834	12.3	15,409	11.6	15,890	11.6	14,973	11.1	12,457	10.5	11,186	11.0
Total	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0	101,300	100.0

Note: Enrollments do not include ITV.

Source: Census Class Enrollment Report CCAF130.

Table 8: Ten-Year Trend in District Unduplicated Enrollment by Day or Evening Status, Fall Semesters 1975-84

Figure 7: District Unduplicated Enrollment by Day or Evening Status, Fall Semesters 1971-84

Description:

Table 8 shows day and evening unduplicated enrollment districtwide by number and percentage for the period Fall 1975 through Fall 1984. Students enrolled in both day and evening courses were designated day students. The numbers rather than the proportions of day and evening enrollment, Fall 1971 through Fall 1984, are graphed in Figure 7.

Discussion:

The relative proportions of day or evening enrollment have fluctuated within a very narrow band. Day enrollment has been close to 60% of the total throughout the period under consideration. Since there has been so little variation in the proportion in each category, the graph shows changes in absolute numbers instead of percentages.

Both day and evening enrollments now stand at roughly the same levels they were in 1971. Over the total period, day enrollment has been somewhat more volatile, climbing to a steep peak in 1975, suffering some retrenchment, and then rising to almost the same level in 1982, before declining sharply to 1984. Evening enrollment rose more modestly to 1974, essentially leveled off to 1978, before climbing again to all-time highs in 1980 and 1981. Since 1981, evening enrollment declines have been proportionate to those of day enrollment.

Figure 7: District Unduplicated Enrollment by Day or Evening Status Fall Semesters 1971-84

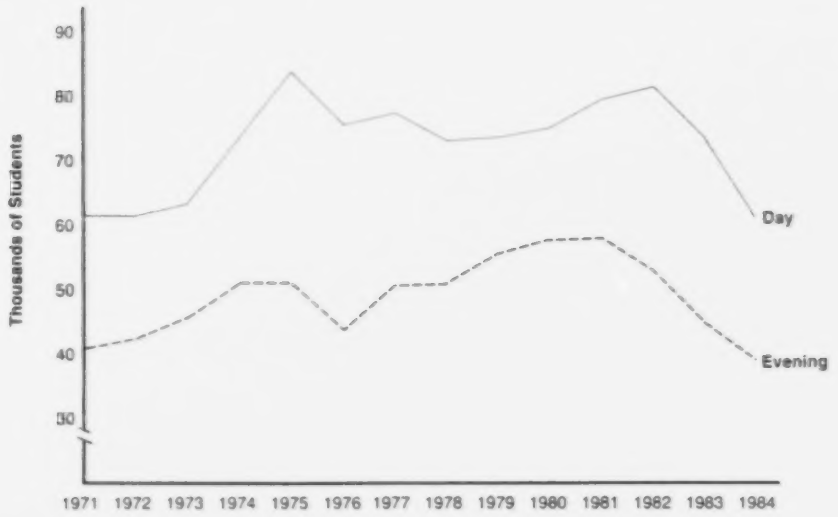

TABLE 8

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY DAY OR EVENING STATUS, 1975-84

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Day Students	83,351	62.0	75,501	61.3	77,196	60.4	72,477	59.1	73,720	57.1	74,611	56.3	79,563	57.9	81,835	60.7	73,336	61.9	61,620	60.8
Evening Students	51,121	38.0	47,653	38.7	50,561	39.6	50,248	40.9	55,470	42.9	57,864	43.7	57,970	42.1	52,902	39.3	45,202	38.1	39,680	39.2
Totals	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0	101,300	100.0

Note: Enrollments do not include ITV.

Source: Census Class Enrollment Report CCAF130.

Table 9: Ten-Year Trend in District Unduplicated Enrollment by First-Time, Transfer, Returning or Continuing Status, Fall Semesters 1975-84

Figure 8: District Unduplicated Enrollment by First-Time, Transfer, Returning or Continuing Status, Fall Semesters 1971-84

Description:

Table 9 gives the frequencies and proportions of first-time, transfer, returning and continuing students enrolled in fall semesters 1975 through 1984. The table this year divides first-time students into those who are beginning college at one of the District's schools and those who are transferring from another community college or other institution of higher education. Continuing students have been broken into those who are truly continuing, i.e., those who were enrolled in the spring or summer term immediately prior to a given fall semester, and those who are returning to a college after some hiatus. This latter group includes those who attended some other school during their absence from their home college. The appropriate categories can be combined for comparison with previous Annual Reports. This more elaborate breakdown has been made to facilitate analysis of student enrollment. Figure 8 illustrates the changes in the proportion of these four groups since 1971.

Discussion:

The first thing apparent from the data arrayed in the revised format is that the categories of transfer and returning students have developed in a very similar manner over the years and in ways dissimilar from the groupings in which they were previously included. This would suggest that the greater part of the District's transfer students are returning to school after some hiatus and the fact that they previously attended another school is somewhat incidental. Both returning and transfers rose steadily in total number and proportions to 1979, after a momentary decline in 1972. Indeed, since 1975, the number of transfer and returning students combined has exceeded the number of first-time students. These numbers held relatively constant until 1981 for transfers and until 1982 for returning students, and then began to decline at rates similar to that of total enrollment.

First-time students have declined fairly steadily as a portion of total enrollment. In absolute numbers, they hit close to 29,000 in 1974 and remained at roughly that level until 1982, with 1979 being the actual peak. Since 1982, first-timers have declined 33% as opposed to 34% for transfer and 36% for returning students.

Continuing students as a proportion of total enrollment fell through 1979 and then rose again to their previous level. But the rather modest change in proportion masks much greater variance in actual numbers. The number of continuing students actually depends on the changing number of first-time, transfer and returning students, and variations in the rate of continuation. The number of continuing students rose to a sharp peak in 1975, following equally steep increases in the number of first-time,

transfer and returning students between 1972 and 1974. Between 1975 and 1979, the number of continuing students fell 27%, but regained half of this decline by 1981 and remained at the 1981 level through 1983 before starting to reflect the decrease in entering students which had begun the previous year. The continuation rate, calculated by dividing the number of continuing students in a given fall semester by the previous fall total enrollment (the pool of potential continuing students), has averaged 51.0 per hundred since 1980 and has deviated very little from that in any one year. This is below the 1971-1984 average of 53.3 per hundred but higher than the 1976-1979 mean of 49.3. The continuation rate, in other words, is not responsible for any of the most recent categorical declines in enrollment districtwide. That phenomena is instead due to continuing reductions in the number of "new recruits" each year.

Figure 8: District Unduplicated Enrollment by First-time, Transfer, Returning or Continuing Status, Fall Semesters 1971-84

TABLE 9

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY FIRST-TIME, TRANSFER, RETURNING, OR CONTINUING STATUS, FALL SEMESTER 1975-84

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
First-Time	28,233	20.6	27,256	22.1	27,718	21.7	27,275	22.2	29,386	22.7	28,513	21.5	28,571	21.6	27,168	20.5	20,279	17.1	18,141	17.9
Transfer	15,482	11.3	15,179	12.3	17,855	14.0	18,505	15.1	21,461	16.6	19,710	14.9	21,155	16.0	18,697	14.1	13,365	11.3	12,250	12.1
Returning	12,957	9.5	14,930	12.1	15,589	12.2	16,484	13.4	19,694	15.2	19,373	13.9	18,378	13.9	18,681	14.1	14,854	12.5	11,997	11.8
Continuing	80,359	58.6	65,789	53.4	66,595	52.1	60,461	49.3	58,649	45.4	64,879	49.0	69,129	52.2	70,191	53.0	70,040	59.0	58,912	58.2
Total	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0	101,300	100.0

Note: Enrollments do not include ITV.

Source: Census Class Enrollment Report CCAF130.

Table 10: Ten-Year Trend in College and District Unduplicated Enrollment, Fall Semesters 1975-84

Figure 9: District Unduplicated Enrollment, Fall Semesters 1964-84

Description:

Total enrollment for each college and for the District is reported for fall semesters 1975 through 1984. Percentage changes in enrollment for each year and for the ten-year period are also given. Figure 9 plots the variation in districtwide enrollment since 1964.

Discussion:

Driven by the increasing college-age population produced by the post-World War II baby boom, and the parallel increase in participation rates, District enrollment reached a first-time peak in 1975 of 134,472. This enrollment fluctuated over the next six years and attained a new high of 137,533 in 1981. This was followed by a very modest decline in 1982, but very steep ones the two following years. The 1983-84 decline of 14.5% was the greatest annual percentage change in enrollment since 1964.

The resurgence of enrollment in the 1980-82 period was largely a result of growth in the smaller and newer colleges in the District: Mission, Southwest and West. None of the five largest schools reattained their 1975 levels. But it is also the smallest and newest schools which have undergone the sharpest decreases since that time. The established colleges have experienced declines over the decade, though of generally smaller proportions than the newer schools, and after partial recoupment in the 1980-82 period.

Over the ten years, several factors external to the District influenced enrollment trends. Some of these were widespread national trends, such as the rise and subsequent decline in veteran enrollment and the increase in the enrollment of women and minorities. There has also been substantial changes in educational policies and institutional funding at the State level, beginning with the 5% cap on enrollment growth in 1975 and following with the passage of Proposition 13 in 1978 and a shift from local to state funding. The State's reclassification of certain courses as non-reimburseable may explain the 2% decline in 1982. Fiscally-driven reductions in offerings, student confusion regarding the much-debated tuition and the imposition of a variety of new fees contributed to the 1983 decline. Other conditions within the District have had variable effects on college enrollment. These include demographic shifts; changes in academic requirements such as those relating to assessment and placement, probation and general education; the 1984 change in the academic calendar to an early start in August; and employment opportunities and changes in the demand for certain types of curricula.

Figure 9: District Unduplicated Enrollment, Fall Semesters 1964-84

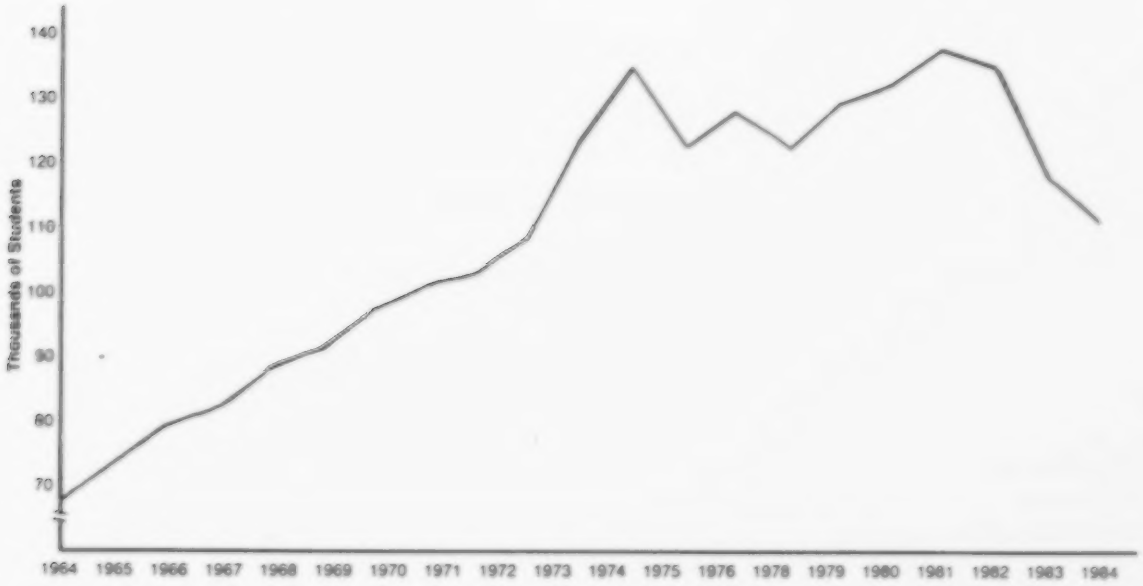

TABLE 10

TEN-YEAR TREND IN COLLEGE AND DISTRICT UNDUPLICATED ENROLLMENT, FALL SEMESTERS 1975-84

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	% CHANGE 1975-84	% CHANGE 1983-84
City	23,904	19,727	19,535	18,776	18,701	20,174	20,492	20,169	17,568	15,558	-34.9	-11.4
East	18,544	16,571	15,763	14,998	16,026	16,671	17,772	17,709	15,779	12,560	-32.3	-20.4
Harbor	11,037	10,908	11,812	11,357	11,681	11,762	12,541	11,786	9,977	8,247	-25.3	-17.3
Mission	2,000	2,390	3,060	2,678	3,025	3,233	4,023	4,589	3,855	3,353	+67.7	-13.0
Pierce	23,798	22,185	22,654	21,700	22,852	23,072	23,770	23,721	21,260	19,286	-19.0	- 9.3
Southwest	5,301	6,050	7,119	6,068	7,450	6,996	8,049	7,165	6,246	4,452	-16.0	-28.7
Trade	17,828	16,435	17,306	15,695	15,993	16,457	17,130	16,415	14,848	12,603	-29.3	-15.1
Valley	24,167	21,405	21,796	21,412	22,055	22,470	22,671	22,358	20,084	17,973	-25.6	-10.5
West	7,893	7,483	8,712	10,041	11,407	11,640	11,085	10,825	8,921	7,268	- 7.9	-18.5
District	134,472	123,154	127,757	122,725	129,190	132,475	137,533	134,737	118,538	101,300	-24.7	-14.5
Percentage Change From Year to Year	+8.7	-8.4	+3.7	-3.9	+5.3	+2.5	+3.8	-2.0	-12.0	14.5		

Note: Enrollments do not include ITV.

Source: Census Class Enrollment Report CCAF130.

Table 11: Ten-Year Trend in Unduplicated Enrollment in California Community Colleges, Fall Semesters 1975-84

Figure 10: Unduplicated Enrollment in California Community Colleges, Fall Semesters 1972-84

Description:

Table 11 reports enrollment by number and the annual percentage change for all California community colleges from Fall 1975 through Fall 1984. Enrollment for each Fall semester since 1972 is graphically illustrated in Figure 10.

Discussion:

The history of enrollment in the Los Angeles Community College District is very similar to that in all of California's community colleges. As with the District, statewide enrollment increased steadily to 1975 and fluctuated from then until 1981. Since 1981 the approximate parallel has continued, with statewide enrollment falling 18% and the District enrollment decreasing 26%.

The parallel is even closer if we compare the enrollment of other large urban districts in the state to that of Los Angeles. Looking at districts in Oakland, Sacramento, San Diego, San Francisco and San Jose, data show a combined decline of 22% since 1981, with Oakland and San Jose both exceeding the Los Angeles figure.

Clearly factors affecting recent enrollment changes are statewide or broader than District conditions in their scope, but are operating most intensely on urban institutions. These factors might be categorized into two types: environmental change and modifications in State and Federal policies. Environmental forces include changing economic conditions and job opportunities, the improved status of minorities and women, and demographic shifts within the population. Federal policies that have affected enrollment include those related to veterans' benefits, immigration flow, financial aid and allocations for categorical grants. State policies, which have probably had the most direct impact on enrollment declines, have been those regarding limits to enrollment growth for community colleges; continued growth of four-year schools, leading to greater competition for a declining number of high school graduates; course classifications and their eligibility for enrollment funding; first-time tuition and overall reductions in fiscal support for community colleges.

Figure 10: Unduplicated Enrollment in California Community Colleges Fall Semesters 1972-84

TABLE 11

TEN-YEAR TREND IN UNDUPLICATED ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES, FALL SEMESTERS 1975-84

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
Enrollment	1,284,824	1,255,678	1,321,739	1,159,819	1,248,459	1,384,068	1,430,634	1,349,719	1,243,039	1,175,687
Percentage Change	+13.1	-2.3	+5.3	-12.3	+7.6	+10.9	+3.4	-5.7	-7.9	-5.4

Source: Total and Full-Time Enrollment, California Institutions of Higher Education Fall 1984, Department of Finance, Sacramento, California, August 1984 and August 1985. Enrollments for Fall 1979-1983 have been revised slighlty by the Department of Finance; they are therefore not the same as reported in the 1983-84 Annual Report.

Table 12: Fall 1984 District Student and Enrollment Characteristics by College, in Percentages

Description:

Tables 3 through 9 presented ten-year trends in the personal and enrollment characteristics of District students. The variations in these characteristics among the nine colleges in Fall 1984 are summarized in Table 12.

Discussion:

Table 12 illustrates the distinct and heterogenous nature of each college's student population. For example, 49% of students districtwide were under 25 in Fall 1984, but this ranged from a high of 60% at Pierce to a low of 27% at Mission. Conversely, only 22% of students districtwide were over 34 years of age, but this reached a high of 46% at Mission.

Colleges differed markedly in the ethnic distributions of their students; in some colleges, students of one ethnic group constituted a majority, while in others no group predominated. Sixty-three percent of students at East were Hispanic; whites were 66% of Valley's students and 74% of students attending Pierce. Blacks, who were 94% of Southwest students, were also the largest category at West (50%) and Trade-Tech (38%). Asians were most concentrated at City, where they held a slight plurality within a very evenly balanced student population.

Females were 70% of students at Southwest and 64% at West; they were only a minority at Trade-Tech, with 38% of enrollment.

The size and maturity of a college appear to influence student and enrollment characteristics. Newer, smaller colleges such as Mission, Southwest and West, tended to draw students who were more often than average older or female. First-time, part-time and evening enrollment was also above-average in these colleges.

TABLE 12

FALL 1984 DISTRICT STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, IN PERCENTAGES

College	Age Categories			Ethnicity Categories[1]					Gender		Education		
	Under 25	25-34	Over 34	Asian	Black	Hispanic	White	Other	Female	Male	Freshman	Sophomore	Other
City	45	34	21	26	23	25	20	5	51	49	64	25	11
East	56	27	17	20	4	63	10	3	57	43	65	26	9
Harbor	52	24	24	15	14	19	49	3	57	43	64	24	12
Mission	27	27	46	5	9	36	47	3	59	31	68	18	14
Pierce	60	23	17	10	4	9	74	3	51	49	64	25	11
Southwest	42	32	26	1	94	3	1	1	70	30	68	27	5
Trade-Tech	45	33	22	13	38	31	14	3	38	62	73	21	6
Valley	47	30	23	9	6	15	66	4	56	44	62	23	15
West	43	29	28	7	50	8	31	4	64	36	63	21	16
District	49	29	22	14	20	23	39	4	54	46	65	24	11

College	Enrollment Status				Unit Status		Class Time		Total
	First-Time	Transfer	Returning	Continuing	Part-Time	Full-Time	Day[2]	Evening	Number
City	15	11	9	65	67	33	65	35	15558
East	19	9	15	57	73	27	67	33	12560
Harbor	15	10	15	60	71	29	63	37	8247
Mission	18	15	15	52	92	8	48	52	3353
Pierce	19	12	13	56	71	29	67	33	19286
Southwest	21	14	11	54	76	24	54	46	4452
Trade-Tech	22	12	4	62	69	31	60	40	12603
Valley	16	14	16	54	78	22	53	47	17973
West	15	18	10	57	79	21	54	46	7268
District	18	12	12	58	73	27	61	39	101300

Sources: Census Class Enrollment Reports CCAF130 and 131.

[1]Individuals reporting ethnicity (81,854) and age (88,859) were less than that of total enrollment.

[2]Students enrolled in both day and evening classes were counted as day students.

Table 13: Spring 1985 District Student and Enrollment Characteristics by College, in Percentages

Description:

Table 13 provides information about Spring 1984 student and enrollment characteristics in categories identical to those presented in Table 12. The table affords a comparison between the two semesters of the 1984-85 academic year.

Discussion:

No significant differences between fall and spring in any of the characteristics can be seen at any of the colleges except for enrollment status. Most new students, particularly those enrolling in college for the first time, begin school in the fall semester and continue through to the spring. Continuing students in the spring semester were 70% of enrollment, compared to 58% in the fall semester. Increases in continuing students occurred at every college, ranging from 6 percentage points (Harbor) to 19 (East).

TABLE 13

SPRING 1985 DISTRICT STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, IN PERCENTAGES

College	Age Categories			Ethnicity Categories[1]					Gender		Education		
	Under 25	25-34	Over 34	Asian	Black	Hispanic	White	Other	Female	Male	Freshman	Sophomore	Other
City	47	33	20	27	22	25	21	5	50	50	61	28	11
East	57	27	16	21	3	63	10	3	55	45	63	28	9
Harbor	52	24	24	15	14	18	50	3	57	43	63	26	11
Mission	29	26	45	5	9	35	48	3	67	33	67	17	16
Pierce	61	22	17	10	3	9	74	4	50	50	61	28	11
Southwest	41	31	28	1	93	3	1	2	71	29	67	29	5
Trade-Tech	45	33	22	14	37	30	15	3	37	63	71	23	6
Valley	48	29	23	10	5	14	67	4	55	45	60	26	14
West	41	29	30	8	47	7	34	4	63	37	58	24	18
District	50	28	22	14	19	23	40	4	53	47	63	26	11

College	Enrollment Status				Unit Status		Class Time		Total
	First-Time	Transfer	Returning	Continuing	Part-Time	Full-Time	Day[2]	Evening	Number
City	10	9	9	72	68	32	68	32	14036
East	9	6	11	74	71	29	68	32	10825
Harbor	9	9	15	67	71	29	64	36	7453
Mission	15	14	12	59	91	9	51	49	3207
Pierce	8	9	11	72	72	28	67	33	16795
Southwest	12	11	11	66	78	22	58	42	3475
Trade-Tech	14	11	4	71	69	31	59	41	11489
Valley	8	11	12	69	79	21	54	46	15191
West	8	18	12	62	80	20	53	47	6396
District	10	10	10	70	73	27	62	38	88867

Sources: Census Class Enrollment Reports CCAF130 and 131.
[1]Individuals reporting ethnicity (81,854) and age (88,859) were less than that of total enrollment.
[2]Students enrolled in both day and evening classes were counted as day students.

Table 14: Fall 1984 District Student Educational Goals by College, in Percentages

Description:

This table was included for the first time in the 1983-84 Annual Report. While students have been polled regarding their educational goals for several years using a separate form, questions have recently been incorporated on a revised registration form, increasing response rates substantially and providing more reliable data than in the past. Nevertheless a high proportion of "unknowns" remain, suggesting that these numbers should be treated with some caution. Moreover, the 1983-84 Annual Report divided those not stating a goal between those who were undecided and those, who had other goals. Further examination of the data collection and retrieval process indicates that these latter categories must really be treated as students whose goals have not been recorded, regardless of the reason. The proportions for the current year have thus been calculated with these "unknowns" excluded and comparisons with the previous year are made on the basis of such a recalculation of the Fall 1983 data.

Goal categories include three levels of vocational interest, two of transfer interests, and general education. Each category is discrete; a student must decide which objective is most important or accurate, even though he or she may be pursuing more than one goal, e.g. transfer and vocational. These artificial "forced" choices and the relatively fine distinctions between certificates and associate degrees or between transferring with or without an associate degree may not have very concrete referents in the actual experience of community college students. The broader subtotals of vocational goals, transfer goals, and general education are thus probably the more reliable numbers for comparing one college with another or the current with the previous year.

Discussion:

In Fall 1984, half of District students reporting a goal said that they intended to transfer to a four-year college or university. Of these, 70% expected to complete an associate degree before transferring. The first figure is up slightly from 1983; the latter is unchanged. Of the remaining half reporting a goal, four-fifths were pursuing an occupational objective and one-fifth were enrolled for general education purposes, and these proportions were essentially unchanged from 1983.

Though the proportions of valid responses vary considerably among the colleges, the answers to this item do appear to be a reliable means of tracking differences among the District's nine institutions with regard to transfer as opposed to occupational emphasis. Transfer goals were most frequent at Pierce (62%), while vocational goals were most common among Trade-Tech students (74%), and the proportions seen at the other schools also closely reflect the patterns of course enrollment according to the varying occupational versus nonoccupational curricular characteristics to be shown in Tables 15 and 20.

TABLE 14

FALL 1984 DISTRICT STUDENT EDUCATIONAL GOALS BY COLLEGE, IN PERCENTAGES

Goal Categories	LACC	ELAC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL RESPONSES	% OF TOTAL RESPONSES
Job Skills	15.4	14.9	12.0	25.6	14.2	14.7	37.6	15.9	19.9	13,387	18.9
Vocational Certificate	7.9	9.0	6.1	16.3	4.0	10.4	16.1	8.3	13.1	6,447	9.1
Vocational Associate Degree	12.5	12.5	14.7	8.6	10.6	12.7	19.9	9.0	10.0	8,922	12.6
SUBTOTAL FOR VOCATIONAL GOALS	35.8	36.4	32.8	50.5	28.8	37.8	73.6	33.2	43.1	28,756	40.5
Transfer to a University with Associate Degree	41.1	42.1	36.9	26.0	38.2	38.5	14.3	37.6	31.2	24,383	34.3
Transfer to a University without Associate Degree	14.0	11.1	19.0	10.5	23.7	8.8	2.4	18.9	16.8	10,608	14.9
SUBTOTAL FOR TRANSFER GOALS	55.1	53.3	55.9	36.5	61.9	47.3	16.6	56.5	48.0	34,991	49.4
General Education Associate Degree	9.1	10.3	11.3	13.0	9.3	14.8	9.7	10.3	8.9	7,151	10.1
Total Responses	9,914	8,592	5,637	1,921	15,001	3,004	10,833	10,690	5,306	70,898	100.0
Unknown as percent of enrollment	36.2	31.5	31.6	42.7	22.2	32.5	13.9	40.5	27.0	30,335	30.0

Source: Fall 1984 Student Data Tape

Instructional Programs

Table 15: Duplicated Course Enrollment by Major Discipline and College, Fall 1984

Description:

Fall 1984 duplicated enrollment by major disciplines for each college and districtwide is presented in Table 15. The 23 major discipline categories are listed by their State of California Taxonomy of Programs (TOP) codes; courses within each discipline are categorized by the intent of their course offerings. Courses which are accepted by the University of California (UC) or California State University (CSU) systems for baccalaureate credit are counted in the "B" category, occupational courses not intended for transfer in the "O" category and basic skills courses in the prerequisite or developmental "PD" category. Percentages are presented for proportions of enrollment in each category by discipline, college and districtwide.

The following example illustrates the application of measures used in the table. Only Pierce showed enrollment in agriculture and natural resources, the first major discipline in the table. Pierce thus accounted for 100% of the districtwide enrollment in the discipline. Of total enrollment, 74% was in courses designated transferable or B, 36% in occupational courses designated O, and none in developmental or PD courses.

Discussion:

Ten major disciplines accounted for 81% of all duplicated enrollment, the same proportion and the same ten as in 1983: letters (including English), business and management, education (including physical education and health), social sciences, mathematics, engineering, fine and applied arts, computer science, physical sciences, and psychology. This rank order has changed somewhat, however, with letters, mathematics and physical sciences moving up in rank and education, arts, and psychology moving down the scale. While all of the ten largest disciplines had less enrollment than in 1983, following the overall 16% decline in duplicated enrollment, decreases were highest for psychology (25%) and the arts, social science, and education (all 22%), and lowest for letters (5%) and mathematics (6%).

The proportion of B courses was highest in foreign languages and social sciences (both 100%), biological sciences (99%), computer science (97%), physical sciences and architecture (both 96%). Duplicated enrollment in B courses was 80% of the total. Most of these disciplines are in the general and liberal arts areas, but several also have vocational utility, notably computer science and architecture. In reality, within the major disciplines, there is substantial overlap between transfer and direct occupational applications. Thus, in disciplines which might be considered more heavily vocational, such as those in the public affairs and services group or in business and management, 86% and 84%, respectively, of course enrollment is in transferable courses.

With the reorganization of apprenticeship programs at Trade-Tech into their respective disciplines, there is no longer any major discipline which is exclusively occupational. Those which do have large proportions of O course enrollments, however are engineering, where most of the apprenticeship programs now reside (46%), health professions (43%), and mathematics (37%). Mathematics O courses are below the transfer level but applicable to occupational degree requirements; they are not therefore considered prerequisite/developmental, which is 7% of mathematics course enrollment. Interdisciplinary studies had the highest PD enrollment (49%), and includes learning skills and developmental communications; PD enrollment was 25% in letters and 11% in psychology; the latter includes reading.

Among colleges, Pierce (90%) and Valley (89%) had the highest B enrollment. Trade-Tech had by far the largest enrollment in O courses (42%), followed by West (25%). Enrollment in PD courses was highest at Mission and Southwest (both 11%). The proportions of districtwide duplicated enrollment distributed among B, O, and PD type courses remained almost identical in 1984 to that of the previous year.

TABLE 15

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1984[1]

TOP Code[2]	Major Discipline	Course Intent Category[3]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
0100	Agriculture and Natural Resources	B					1,296					1,296	73.6
		O					464					464	26.4
		PD											
		T					1,760					1,760	100.0
		%					100.0					100.0	
0200	Architecture and Environmental Design	B	238	255	186		481			60		1,220	95.5
		O	35	23								58	4.5
		PD											
		T	273	268	186		481			60		1,278	100.0
		%	21.4	21.0	14.6		37.6			4.7		100.0	
0400	Biological Sciences	B	931	904	983	152	1,161	319	375	1,118	566	6,509	99.3
		O							44			44	0.7
		PD											
		T	931	904	983	152	1,161	319	419	1,118	566	6,553	100.0
		%	14.2	13.8	15.0	2.3	17.7	4.9	6.4	17.1	8.6	100.0	
0500	Business and Management	B	2,860	4,283	2,350	621	5,164	1,446	2,564	4,345	1,921	25,754	83.9
		O	860	1,529	362	114	577	199	949	557	118	4,947	16.1
		PD											
		T	3,720	5,812	2,712	735	5,741	1,645	3,513	4,902	2,239	30,701	100.0
		%	12.1	18.9	8.8	2.4	18.7	5.4	11.4	16.0	7.3	101.0	

[1]Source: D4600 WSCH by Subject printout, Fall 1984; First Census, Data Processing Branch, Business Services Division.

[2]Sources: Master List of TOP Codes/Names and Activity Codes/Names, Office of Educational Planning and Resource Development, Office of Instructional Services, Educational Services Division, November 15, 1982, and Standard Subject/Program Titles (in TOP Code order), Educational Services Division, April 5, 1983.

[3]Source: Directory of Educational Programs and Courses, 1984-85, Educational Services Division.

("B" represents Baccalaureate or Transfer Courses; "O" represents occupational courses not intended for transfer; "PD" represents non-transfer prerequisite or developmental courses.)

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TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1984

TOP Code	Major Discipline	Course Intent Category	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
0600	Communications	B	275	804	50	29	575	164	64	1,111	118	3,190	83.3
		O		475					108	58		641	16.7
		PD											
		T	275	1,279	50	29	575	164	172	1,169	118	3,831	100.0
		%	7.2	33.4	1.3	0.8	15.0	4.3	4.5	30.5	3.1	100.1	
0700	Computer Sciences	B	1,461	1,593	1,256	327	2,066	674	1,929	1,540	921	11,767	97.0
		O		152	88		50		69			359	3.0
		PD											
		T	1,461	1,745	1,344	327	2,116	674	1,998	1,540	921	12,126	100.0
		%	12.0	14.4	11.1	2.7	17.5	5.6	16.5	12.7	7.6	100.1	
0800	Education	B	5,255	4,252	2,197	572	6,229	1,178	2,525	4,742	1,755	28,705	99.5
		O					18			34		52	0.2
		PD							84			84	0.3
		T	5,255	4,252	2,197	572	6,247	1,178	2,609	4,776	1,755	28,841	100.0
		%	18.2	14.7	7.6	2.0	21.7	4.1	9.1	16.6	6.1	100.1	
0900	Engineering	B	1,810	1,117	554	186	2,256	348	2,449	1,717	466	10,903	54.0
		O	63	115	341	22	886	83	7,341	184	242	9,277	46.0
		PD											
		T	1,873	1,232	895	208	3,142	431	9,790	1,901	708	20,180	100.0
		%	9.3	6.1	4.4	1.0	15.6	2.1	48.5	9.4	3.5	99.9	
1000	Fine and Applied Arts	B	1,740	4,208	1,622	182	4,405	593	893	3,598	720	17,961	91.3
		O	135	160		12	253	2	897	235	14	1,708	8.7
		PD											
		T	1,875	4,368	1,622	194	4,658	595	1,790	3,833	734	19,669	100.0
		%	9.5	22.2	8.2	1.0	23.7	3.0	9.1	19.5	3.7	99.9	
1100	Foreign Languages	B	1,240	1,512	543	219	1,171	248	339	1,266	408	6,946	100.0
		O											
		PD											
		T	1,240	1,512	543	219	1,171	248	339	1,266	408	6,946	100.0
		%	17.9	21.8	7.8	3.2	16.9	3.6	4.9	18.2	5.9	100.2	

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TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1984

TOP Code	Major Discipline	Course Intent Category	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
1200	Health Professions	B	574	80	371		333	241	586	345	82	2,612	56.6
		O	72	1,231	120			36	168		377	2,004	43.4
		PD											
		T	646	1,311	491		333	277	754	345	459	4,616	100.0
		%	14.0	28.4	10.6		7.2	6.0	16.3	7.5	9.9	99.9	
1300	Home Economics	B	1,173	1,136	463	562	89	674	185	1,400	394	6,076	81.3
		O			32	18			1,346			1,396	18.7
		PD											
		T	1,173	1,136	495	580	89	674	1,531	1,400	394	7,472	100.0
		%	15.7	15.2	6.6	7.8	1.2	9.0	20.5	18.7	5.3	100.0	
1400	Law	B	397	651		24	55	24		244	269	1,664	89.0
		O		195				10				205	11.0
		PD											
		T	397	846		24	55	34		244	269	1,869	100.0
		%	21.2	45.3		1.3	2.9	1.8		13.0	14.4	99.9	
1500	Letters	B	2,479	4,075	2,189	540	3,456	657	1,330	4,270	868	19,864	61.0
		O	170	513	804	99	839	258	594	922	416	4,615	14.2
		PD	1,926	1,256	612	235	625	310	1,350	1,010	744	8,068	24.8
		T	4,575	5,844	3,605	874	4,920	1,225	3,274	6,202	2,028	32,547	100.0
		%	14.1	18.0	11.1	2.7	15.1	3.8	10.1	19.1	6.2	100.2	
1600	Library Science	B		29	91	6	33	20	6	6	22	213	100.0
		O											
		PD											
		T		29	91	6	33	20	6	6	22	213	100.0
		%		13.6	42.7	2.8	15.5	9.4	2.8	2.8	10.3	99.9	
1700	Mathematics	B	1,704	2,548	917	112	2,903	287	216	2,051	592	11,330	55.2
		O	921	1,077	704	245	820	574	954	1,327	1,066	7,688	37.4
		PD			419		84	217	733	66		1,519	7.4
		T	2,625	3,625	2,040	357	3,807	1,078	1,903	3,444	1,658	20,537	100.0
		%	12.8	17.7	9.9	1.7	18.5	5.2	9.3	16.8	8.1	100.0	

TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1984

TOP Code	Major Discipline	Course Intent Category	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
1900	Physical Sciences	B	1,778	1,299	1,198	55	3,393	162	888	1,693	370	10,836	96.3
		O							194			194	1.7
		PD	26	169	32							227	2.0
		T	1,804	1,468	1,230	55	3,393	162	1,082	1,693	370	11,257	100.0
		%	16.1	13.0	10.9	0.5	30.1	1.4	9.6	15.0	3.3	99.8	
2000	Psychology	B	1,313	1,504	535	186	2,789	233	295	1,770	551	9,176	88.4
		O						23				23	0.2
		PD	357	9[illegible]	273					281	178	1,181	11.4
		T	1,670	1,[illegible]	808	186	2,789	256	295	2,051	729	10,380	100.0
		%	16.1	1[illegible]	7.9	1.8	26.9	2.5	2.8	19.8	7.0	100.2	
2100	Public Affairs and Services	B	675	510	384		26	284		1,186	239	3,304	86.0
		O	33	49	40	390				28		540	14.0
		PD											
		T	708	559	424	390	26	284		1,214	239	3,844	100.0
		%	18.4	14.5	11.0	10.1	0.7	7.4		31.6	6.2	99.9	
2200	Social Sciences	B	3,495	3,271	2,393	594	7,084	950	1,389	4,546	1,431	25,153	100.0
		O											
		PD											
		T	3,495	3,271	2,393	594	7,084	950	1,389	4,546	1,431	25,153	100.0
		%	13.9	13.0	9.5	2.4	28.2	3.8	5.5	18.1	5.7	100.1	
3000	Commerce	B											
		O							813		1,840	2,653	100.0
		PD											
		T							813		1,840	2,653	100.0
		%							30.6		69.4	100.0	
4900	Interdisciplinary Studies	B	119	228	635	88	977	108	360	569	327	3,411	47.2
		O	6		33		107		37		75	258	3.6
		PD	34	2,161		410	312	611	35			3,563	49.3
		T	159	2,389	668	498	1,396	719	432	569	402	7,232	100.1
		%	2.2	33.0	9.2	6.9	19.3	9.9	6.0	7.9	5.6	100.0	

TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1984

TOP Code	Major Discipline	Course Intent Category	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	DISTRICT TOTAL	PERCENT
	Total All Courses	B	29,517	34,357	18,826	4,455	46,098	8,610	16,393	37,577	12,020	207,853	79.9
		%B	14.2	16.5	9.0	2.1	22.2	4.1	7.9	18.1	5.8	100.1	
		%T	86.4	78.9	83.0	74.3	90.4	78.8	51.1	88.8	69.5	79.9	
		O	2,295	5,525	2,524	900	3,814	1,185	13,514	3,345	4,348	37,450	14.4
		%O	6.1	14.8	6.7	2.4	10.2	3.2	36.1	8.9	11.6	100.0	
		%T	6.7	12.7	11.1	15.0	7.5	10.8	42.1	7.9	25.1	14.4	
		PD	2,343	3,678	1,336	645	1,065	1,138	2,202	1,357	921	14,685	5.6
		%PD	16.0	25.0	9.0	4.4	7.3	7.7	15.0	9.2	6.3	99.9	
		%T	6.9	8.4	5.9	10.8	2.1	10.4	6.9	3.2	5.3	5.6	
		T	34,155	43,560	22,686	6,000	50,977	10,933	32,109	42,279	17,289	259,988	99.9
		%DT	13.1	16.8	8.7	2.3	19.6	4.2	12.4	16.3	6.6	100.0	
		%T	100.0	100.0	100.0	100.1	100.0	100.0	100.1	99.9	99.9		

Table 16: Weekly Student Contact Hours (WSCH) and Change in WSCH by Major Discipline and College, Fall 1983 and Fall 1984

Description:

Table 16 presents the annual percentage change from Fall 1983 to Fall 1984 in weekly student contact hours (WSCH), by college and districtwide, for the same major disciplines given in Table 15. Disciplines are listed in rank order from highest to lowest total WSCH in Fall 1984.

Discussion:

The order of disciplines ranked by WSCH is somewhat different from ranking by duplicated enrollment. Laboratory courses meeting for more hours per week than lecture courses generate more WSCH per student enrolled. Disciplines with a high number of laboratory or other courses meeting for more than three hours per week (the standard lecture course) displace those with mostly lecture courses. Business and management moved from second place in duplicated enrollment, behind letters, to first place in WSCH. Physical sciences moved from tenth to eighth rank, and foreign languages from eleventh to tenth. Conversely, education, with mostly physical education and health classes meeting for three or fewer hours per week, moved from first to seventh rank, while the lecture-oriented psychology discipline moved from ninth to eleventh rank.

As in the previous year, overall WSCH declines were slightly lower than duplicated enrollment losses, at 14% compared to 16%. The sharpest declines among large disciplines were psychology (25%), social sciences (22%) and education (20%). Among the large disciplines, declines were smallest for mathematics and letters (both 4%).

TABLE 16

WEEKLY STUDENT CONTACT HOURS (WSCH) AND CHANGE IN WSCH BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983 AND FALL 1984, IN RANK ORDER OF HIGHEST WSCH[1]

TOP[2] Code	Subject	WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
0500	Business and Management	F 84	14,110	18,680	9,625	2,618	19,851	5,855	13,267	16,970	8,184	109,160
		F 83	15,667	20,650	12,434	2,684	21,346	7,760	16,102	20,131	11,385	128,159
		% Change	-10.2	-9.5	-22.6	-2.5	-7.0	-24.5	-17.6	-15.9	-28.1	-15.0
1500	Letters	F 84	14,480	19,675	10,977	2,968	15,108	3,732	10,335	19,061	6,140	102,476
		F 83	16,678	18,848	11,614	3,374	14,943	4,470	11,006	18,790	7,587	107,310
		% Change	-13.2	+4.4	-5.5	-12.0	+1.1	-16.5	-6.1	+1.4	-19.1	-4.5
0900	Engineering	F84	7,044	5,783	4,250	657	12,572	1,619	55,425	7,058	6,103	100,511
		F83	8,229	5,851	6,386	705	13,091	2,261	62,755	7,442	8,525	115,245
		% Change	-14.4	-1.2	-33.4	-6.8	-4.0	-28.4	-11.7	-5.2	-28.4	-12.9
1700	Mathematics	F84	11,287	15,115	7,953	1,413	16,052	4,037	6,130	14,248	7,015	83,250
		F83	11,396	16,120	9,039	1,625	15,953	4,785	6,074	14,902	6,931	86,825
		% Change	-1.0	-6.1	-12.0	-13.0	+0.6	-15.6	+0.9	-4.4	+1.2	-4.2
1000	Fine and Applied Arts	F84	7,416	17,517	5,685	769	16,991	2,057	13,658	13,834	2,488	80,415
		F83	9,946	18,659	7,135	1,211	19,265	3,162	15,734	17,455	3,479	96,046
		% Change	-25.4	-6.1	-20.3	-36.5	-11.8	-34.9	-13.2	-20.7	-28.5	-16.3
2200	Social Sciences	F84	10,479	9,813	7,179	1,788	20,940	2,857	4,182	13,652	4,293	75,183
		F83	14,701	12,627	8,868	2,016	23,849	4,715	5,763	17,924	5,895	96,358
		% Change	-28.7	-22.3	-19.0	-11.3	-12.2	-39.4	-27.4	-25.6	-27.2	-22.0

[1]Source: Fall 1983 and 1984 Weekly Student Contact Hours (WSCH) are from the Office of Research and Planning, derived from Report D4600, the WSCH by Subject printout, Data Processing Branch, Business Services Division.

[2]Source: Taxonomy of Programs, Program Evaluation and Approval Unit, Chancellor's Office, California Community Colleges, 4th Edition, July 1983. Subsequent Revisions and Clarifications appear in Standard Subject/Program Titles, Report D0263-001, Office of Instructional Services, Educational Services Division, January, 1985.

TABLE 16 (continued)

WEEKLY STUDENT CONTACT HOURS (WSCH) AND CHANGE IN WSCH BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983 AND FALL 1984, IN RANK ORDER OF HIGHEST WSCH[1]

TOP[2] Code	Subject	WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
0800	Education	F 84	11,623	10,225	6,245	1,466	14,525	3,342	5,991	11,554	4,549	69,520
		F 83	14,129	11,993	8,025	1,971	18,465	5,327	7,504	12,892	5,800	86,106
		% Change	-17.7	-14.7	-22.2	-25.6	-21.3	-37.3	-20.2	-10.4	-21.6	-19.8
1900	Physical Science	F 84	7,323	7,533	4,480	301	13,300	1,033	4,007	8,651	1,832	48,460
		F 83	8,096	8,297	5,238	548	14,679	1,374	4,511	10,097	2,175	55,015
		% Change	-9.5	-9.2	-14.5	-45.1	-9.4	-24.8	-11.2	-14.3	-15.8	-12.0
0700	Computer Science	F 84	4,383	6,859	3,865	667	7,536	2,059	7,353	4,685	2,762	40,169
		F 83	6,788	7,410	4,543	1,344	7,893	2,616	7,337	6,310	3,582	47,823
		% Change	-35.6	-7.4	-14.9	-50.4	-4.5	-21.3	+0.2	-25.8	-21.1	-17.4
1200	Health Professions	F 84	5,011	8,849	4,509		4,119	3,389	5,899	5,365	2,277	39,418
		F 83	5,276	9,309	4,896		3,829	3,605	6,372	5,462	2,504	41,253
		% Change	-5.0	-10.6	-7.9		+7.6	-6.0	-7.4	-1.8	-9.1	-5.7
0400	Biological Science	F 84	5,703	5,274	3,508	858	6,260	2,274	2,994	7,440	2,223	36,534
		F 83	6,110	5,999	4,433	1,012	7,165	2,901	3,817	7,626	2,824	41,887
		% Change	-6.7	-12.1	-20.9	-15.2	-12.6	-21.6	-21.6	-2.4	-21.3	-13.2
1100	Foreign Language	F 84	5,644	7,364	2,421	1,053	7,218	1,221	2,304	5,998	2,041	35,264
		F 83	7,496	8,464	3,105	1,477	8,195	2,246	2,723	7,160	2,829	43,695
		% Change	-24.7	-13.0	-22.0	-28.7	-11.9	-45.6	-15.4	-16.2	-27.9	-18.8
2000	Psychology	F 84	5,253	5,010	2,229	536	8,365	768	830	5,893	2,181	31,065
		F 83	8,340	6,915	3,617	524	10,061	1,374	1,366	6,588	3,108	41,893
		% Change	-37.0	-27.5	-38.4	+2.3	-16.9	-44.1	-39.2	-10.5	-29.8	-25.8
1300	Home Economics	F 84	3,670	3,654	1,549	1,880	231	2,113	11,382	4,285	1,226	29,990
		F 83	4,077	4,207	1,815	2,537	313	2,811	11,401	4,836	1,485	33,418
		% Change	-10.0	-13.1	-14.7	-25.9	-26.2	-24.8	-0.2	-11.4	-17.4	-10.3
4900	Interdisciplinary Studies	F 84	624	10,036	2,150	1,290	4,968	2,567	1,382	1,850	1,279	26,146
		F 83	1,929	10,950	2,087	1,338	6,307	4,902	2,064	2,425	1,286	33,288
		% Change	-67.7	-8.3	+3.0	-3.6	-21.2	-47.6	-33.0	-23.7	-0.5	-23.7

TABLE 16 (continued)

WEEKLY STUDENT CONTACT HOURS (WSCH) AND CHANGE IN WSCH BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983 AND FALL 1984, IN RANK ORDER OF HIGHEST WSCH[1]

TOP[2] Code	Subject	WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
0600	Communications	F 84	994	3,910	178	119	1,904	762	1,284	3,795	437	13,383
		F 83	1,107	4,868	205	111	1,861	1,103	1,491	4,416	584	15,836
		% Change	-10-2	-19.7	-13.2	+7.2	+2.3	-30.9	-13.9	-14.1	-25.2	-15.5
3000	Commercial Services	F 84							10,268		5,520	15,788
		F 83							10,523		5,877	16,400
		% Change							-2.4		-6.1	-3.7
2100	Public Affairs	F 84	2,124	1,589	1,272	1,317	78	854		3,508	717	11,459
		F 83	4,383	2,203	1,524	981	195	1,487		3,780	804	15,357
		% Change	-51.5	-27.9	-16.5	+34.3	-60.0	-42.6		7.2	-10.8	-25.4
0200	Architectural & Environmental Design	F 84	1,171	1,112	837		2,158			360		5,638
		F 83	1,257	1,419	894		2,413			474		6,457
		% Change	-6.8	-11.6	-6.4		-10.6			-24.1		-12.7
1400	Law	F 84	1,191	2,538		72	165	102		732	807	5,607
		F 83	1,572	3,279		0	165	261		984	1,071	7,332
		% Change	-24.2	-22.6		0	0	-60.9		-25.6	-24.6	-23.5
0100	Agriculture & Natural Resources	F 84					5,566					5,566
		F 83					6,221					6,221
		% Change					-10.5					-10.5
1600	Library Science	F 84		29		12	99	20	18	18	44	240
		F 83		39		74	66	30	0	186	21	416
		% Change		-25.6		-83.8	+50.0	-33.3	0	-90.3	+109.5	-42.3
	Totals	F 84	119,530	160,565	78,912	19,784	178,006	40,661	156,709	148,957	62,118	965,242
		F 83	147,177	178,107	95,858	23,532	196,275	57,190	176,543	169,880	77,752	1,126,261
		% Change	-18.8	-9.8	-17.7	-15.9	-9.3	-28.9	-11.2	-12.3	-20.1	-14.3

Table 17: Weekly Student Contact Hours (WSCH) and Staffing Patterns by Activity Code, Fall 1983 and Fall 1984

Description:

The table presents Fall 1983 and Fall 1983 WSCH and percentage change in WSCH; total active full-time equivalent (FTE) faculty for Fall 1983 and Fall 1984, and the percentage change in FTE; the regular and hourly FTE breakdown for Fall 1984; and WSCH per FTE for both years, with the percentage change in WSCH/FTE. An FTE is based on the load limit for each discipline, agreed upon through collective bargaining. Loads range from 12 hours per week (English) to 21 hours (Trade-Tech block programs). The table summarizes WSCH trends and staffing patterns by 66 activity codes, a more refined set than the 22 major TOP codes presented in Tables 15 and 16 but much more consolidated than the more than 175 minor TOP disciplines that are offered districtwide. Activity codes typically combine disciplines with common credentialing requirements for instructors. For instance, biological sciences remain combined as in major disciplines, but the various disciplines under education, such as physical education and health, or under engineering or social sciences, are broken out.

Discussion:

The table shows an overall 1983-84 decline of 14% in WSCH. Among activity codes that generated 10,000 or more WSCH, declines were greatest for psychology (26%); sociology and developmental studies (both 23%); health, history and social science (22%); and music and applied physical science (21%). Decreases in WSCH among the large activity codes were lowest in English, philsophy and nursing (all 5%), mathematics and engineering (both 4%). None of the large activity codes gained in WSCH.

In the face of this drop in enrollment, faculty FTE was reduced less than 1%. Consequently, WSCH per FTE at the District level fell from 472 in Fall 1983 to 410 in Fall 1984, a 14% decline following a 6% decline from the Fall 1982 peak of 501. Large activity groups suffering a more than 20% reduction in productivity were business and management, physical education, health, theater arts, foreign languages and developmental studies. Productivity increases were seen in some small programs; these, however, did little to offset the overall decline because of the continued fall in total WSCH.

TABLE 17

WEEKLY STUDENT CONTACT HOURS (WSCH) AND STAFFING PATTERNS BY ACTIVITY CODE, FALL 1983 AND FALL 1984

Activity Code	Title	F'83 WSCH	F'84 WSCH	% Change in WSCH	F'83 FTE Total	F'84 FTE Total	F'84 Reg. FTE	F'84 Hrly. FTE	% Change in Total FTE	F'83 WSCH/ FTE	F'84 WSCH/ FTE	% Change in WSCH/ FTE
100	Agr. & Nat. Resources	6,221	5,566	-11	14.2	13.7	9.1	4.6	- 4	439	407	- 7
200	Arch. & Environ. Design	6,457	5,638	-13	16.2	15.8	8.7	7.1	- 2	399	357	- 11
400	Biological Sciences	41,887	36,534	-13	89.8	88.2	61.2	26.9	- 2	466	414	- 11
500	Business & Management	84,631	72,360	-14	156.8	170.0	74.3	95.8	+ 8	540	426	- 21
510	Travel	6,862	6,270	- 9	11.2	8.6	4.0	4.6	-23	613	729	+ 19
514	Office Admin. & Related	41,667	35,282	-15	93.8	90.5	49.0	42.2	- 4	444	390	- 12
600	Journalism	7,288	6,298	-14	20.9	22.6	15.8	6.8	+ 8	348	279	- 20
603	Media Communications	8,623	7,275	-16	19.1	17.7	11.9	5.7	- 7	452	412	- 9
700	Computer Science	47,823	40,169	-16	82.4	81.4	40.3	41.1	- 1	581	493	- 15
801	Education	183	519	+184	0.4	1.7	1.0	.7	+327	458	304	- 34
808	Special Education	2,819	2,493	-12	6.9	7.5	2.8	4.7	- 8	406	322	- 18
835	Physical Education	64,999	52,786	-19	111.0	112.1	100.6	11.5	+ 1	585	471	- 20
837	Health	19,486	15,254	-22	35.1	35.2	32.4	2.8	0	555	433	- 22
839	Industrial Arts	1,288	982	-24	3.7	3.5	1.5	2.0	- 6	345	280	- 19
901	Engineering	10,568	10,164	- 4	24.3	26.3	12.2	14.1	+ 8	435	386	- 11
934	Electronics & Elect./Mech.	32,664	28,509	-13	56.7	58.2	27.6	30.6	+ 3	576	490	- 15
935	Machine Repair	528	336	-36	1.1	1.1	1.0	.1	0	463	295	- 36
936	Printing & Lithography	1,252	1,016	-19	2.9	2.6	2.0	.5	-10	433	392	- 9
945	Air Conditioning & Refrig.	4,348	4,337	0	8.7	7.9	5.5	2.4	- 9	499	548	+ 10
948	Automotive	17,510	16,070	- 8	38.4	36.9	27.9	9.0	- 4	456	436	- 5
950	Aircraft	6,650	4,688	-30	14.4	14.0	14.0	0.0	- 3	462	335	- 27
952	Construction Trades	14,023	12,481	-11	24.8	23.5	16.0	7.5	- 5	565	530	- 6
953	Drafting	10,960	8,921	-19	20.7	20.7	13.8	6.9	0	528	431	- 18
954	Chemical Technology	962	1,268	+32	3.2	3.4	3.0	.4	+ 7	303	373	+ 23
956	Metal Trades & Welding	13,104	10,655	-19	29.7	25.9	14.9	10.9	-13	441	412	- 6
957	Measurement Technology	2,676	2,066	-23	6.4	5.0	1.4	3.6	-22	418	412	- 2
1002	Fine & Commercial Art	33,225	28,533	-14	80.2	79.8	52.5	27.3	0	414	357	- 14
1004	Music	29,334	23,054	-21	75.9	69.8	48.4	21.4	- 8	387	330	- 15
1007	Theater Arts	13,455	11,046	-18	38.8	39.6	25.9	13.7	+ 2	347	279	- 20
1010	Cinema	3,952	3,409	-14	6.8	6.5	2.4	4.1	- 5	582	527	- 9
1011	Photography	9,109	8,311	- 9	20.8	23.0	13.2	9.8	+11	439	361	- 18
1030	Graphic Arts	6,806	5,872	-14	12.0	10.3	7.1	3.3	-14	565	568	+ 1
1100	Foreign Languages	40,861	32,597	-20	89.2	90.6	49.5	41.1	+ 2	458	360	- 21
1203	Nursing Sciences	31,012	29,475	- 5	135.9	127.7	116.2	11.5	- 6	228	231	+ 1
1204	Dental Sciences	4,226	3,646	-14	12.9	12.9	10.6	2.3	0	328	282	- 14
1205	Allied Health Sciences	2,984	2,946	- 1	10.0	10.2	7.2	3.0	+ 2	298	287	- 3

TABLE 17 (continued)

WEEKLY STUDENT CONTACT HOURS (WSCH) AND STAFFING PATTERNS BY ACTIVITY CODE, FALL 1983 AND FALL 1984

Activity Code	Title	F'83 WSCH	F'84 WSCH	% Change in WSCH	F'83 FTE Total	F'84 FTE Total	F'84 Reg. FTE	F'84 Hrly. FTE	% Change in Total FTE	F'83 WSCH/ FTE	F'84 WSCH/ FTE	% Change in WSCH/ FTE
1206	Radiologic Technology	1,403	1,781	+27	3.8	3.9	3.6	.3	+ 1	368	461	+ 25
1208	Occupational Therapy	701	570	-19	1.8	1.9	1.9	0.0	+ 3	383	302	- 21
1209	Optics	927	1,000	+ 8	3.2	3.4	3.4	0.0	+ 5	288	295	+ 2
1301	Family & Consumer Studies	19,114	17,210	-10	39.8	37.1	26.1	10.9	- 7	480	464	- 3
1305	Child Development	14,368	12,780	-11	27.9	29.0	18.7	10.3	+ 4	516	441	- 14
1400	Law	7,332	5,607	-24	13.2	15.5	9.6	5.9	+17	555	362	- 35
1501	English	71,824	69,144	- 4	174.3	179.9	117.4	62.5	+ 3	412	384	- 7
1506	Speech	23,622	21,887	- 7	50.4	51.0	33.4	17.6	+ 1	469	429	- 8
1509	Philosophy	12,144	11,515	- 5	22.8	23.5	16.4	7.1	+ 3	533	491	- 8
1601	Library/Media Technology	416	240	-42	1.3	2.0	1.1	.9	+58	330	121	- 63
1701	Mathematics	86,825	83,250	- 4	146.3	157.5	96.4	61.1	+ 8	593	529	- 11
1901	Applied Physical Sciences	15,886	12,468	-22	31.5	30.4	21.5	8.8	- 4	505	411	- 19
1902	Physics	13,421	12,431	- 7	32.8	30.6	22.6	7.9	- 7	409	407	- 1
1905	Chemistry	25,651	23,483	- 8	56.9	56.2	39.7	16.5	- 1	450	418	- 7
2001	Psychology	41,893	31,065	-26	91.5	79.0	59.7	19.2	-14	458	393	- 14
2101	Public Services	4,175	4,051	- 3	7.7	8.3	2.0	6.3	+ 9	544	486	- 11
2105	Administration of Justice	11,182	7,408	-34	20.8	20.5	9.0	11.5	- 1	538	360	- 33
2202	Anthropology	7,756	6,522	-16	16.7	16.1	13.4	2.7	- 4	465	406	- 13
2203	Ethnic Studies	6,944	4,030	-42	18.1	13.6	10.9	2.8	-25	383	295	- 23
2204	Economics	12,720	10,551	-17	21.4	20.6	13.6	7.0	- 4	594	512	- 14
2205	History & Social Science	29,661	23,179	-22	60.0	53.6	48.2	5.4	-11	494	432	- 13
2206	Geography	7,489	5,978	-20	13.5	14.9	10.8	4.1	+10	554	400	- 28
2207	Political Science	16,377	13,192	-19	33.1	28.5	22.9	5.6	-14	495	464	- 6
2208	Sociology	15,633	12,029	-23	31.0	28.3	21.9	6.4	- 9	504	424	- 16
3002	Culinary Arts	7,200	6,438	-11	9.5	9.5	9.0	.5	0	756	677	- 10
3007	Cosmetology	4,199	4,598	+10	5.7	6.4	5.0	1.4	+12	734	715	- 3
4903	Humanities	6,111	5,692	- 7	11.5	13.6	10.7	2.9	+18	530	419	- 21
4930	Developmental Studies	14,454	11,298	-22	30.6	31.7	17.2	14.5	+ 4	473	356	- 25
4931	Cooperative Education	9,183	6,548	-29	14.1	13.3	5.6	7.7	- 5	653	491	- 25
4932	Learning Skills	3,260	2,538	-22	8.6	8.1	3.2	4.9	- 6	379	315	- 17
	District Total	1,122,314	965,309	-14	2375.3	2352.6	1559.9	793.5	- 1	472	410	- 14

Table 18: Change in Unduplicated Enrollment by Day, Evening, Term, College and ITV, 1983-84 and 1984-85

Description:

Table 18 provides comparisons of unduplicated enrollment in day and evening classes at each college, Instructional Television (ITV), and districtwide for both fall and spring semesters and the summer session offered during 1984-85, with percentage changes from 1983-84. Day enrollment includes not only those students enrolled exclusively during the day, but those enrolled in both day and evening classes or through Instructional Television.

Discussion:

At almost 30,000, unduplicated enrollment in Summer 1984 returned to previous levels, with a 50% increase over Summer 1982. Both the Fall 1984 and Spring 1985 semesters, however, registered continued declines over the previous year, at 14% and 18% respectively.

As in the previous year, enrollment declined in both day and evening classes, with evening enrollment suffering the greater loss in the fall while day enrollment realized the larger drop in the spring.

Each of the individual colleges experienced enrollment gains in Summer 1984, while ITV declined. All colleges declined in the fall and spring semesters, but ITV showed a slight increase in the fall. The decline was greatest in both semesters at Southwest (29% and 33%, respectively) and least at Pierce (9% and 12%, respectively). City (11% and 12%) was also consistently low in decline while East (20% and 24%) was second to Southwest in both semesters.

TABLE 18

CHANGE IN UNDUPLICATED ENROLLMENT BY DAY, EVENING, TERM, COLLEGE AND ITV, 1983-84 and 1984-85

Summer Session, Semester, Year and Type of Enrollment	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	ITV[1]	TOTAL
Summer 84 Day	3,056	3,773	2,199	525	3,267	1,193	3,269	2,737	1,661	687	22,367
Summer 83 Day	2,563	2,573	1,570	327	2,441	848	2,003	1,794	1,332	731	16,182
% Change	+19.2	+46.6	+40.1	+60.6	+33.8	+40.7	+63.2	+52.6	+24.7	-6.0	+38.2
Summer 84 Evening	1,392	1,575	843	232	1,000	683	0	1,114	787	0	7,626
Summer 83 Evening	771	819	581	247	0	393	0	578	428	0	3,817
% Change	+80.5	+92.3	+45.1	-6.1	0.0	+73.8		+92.7	+83.9		+99.8
Summer 84 Total	4,448	5,348	3,042	757	4,267	1,876	3,269	3,851	2,448	687	29,993
Summer 83 Total	3,334	3,392	2,151	574	2,441	1,241	2,003	2,372	1,760	731	19,999
% Change	+33.4	+57.7	+41.4	+31.9	+74.8	+51.2	+63.2	+62.4	+39.1	-6.0	+50.0
Fall 84 Day	8,427	10,115	5,157	1,626	12,880	2,402	7,561	9,549	3,903	1,013	62,633
Fall 83 Day	10,749	11,965	6,340	1,932	14,054	3,554	8,657	11,159	4,926	1,031	74,367
% Change	-21.6	-15.5	-18.7	-15.8	-8.4	-32.4	-12.7	-14.4	-20.8	-1.7	-15.8
Fall 84 Evening	4,133	5,443	3,090	1,727	6,406	2,050	5,042	8,424	3,365	0	39,680
Fall 83 Evening	5,030	5,603	3,637	1,923	7,206	2,692	6,191	8,925	3,995	0	45,202
% Change	-17.8	-2.9	-15.1	-10.2	-11.1	-23.8	-18.6	-5.6	-15.8		-12.2
Fall 84 Total	12,560	15,558	8,247	3,353	19,286	4,452	12,603	17,973	7,268	1,013	102,313
Fall 83 Total	15,779	17,568	9,977	3,855	21,260	6,246	14,848	20,084	8,921	1,031	119,569
% Change	-20.4	-11.4	-17.3	-13.0	-9.3	-28.7	-15.1	-10.5	-18.5	-1.7	-14.4
Spring 85 Day	7,347	9,589	4,743	1,645	11,303	2,006	6,833	8,190	3,374	1,362	56,392
Spring 84 Day	9,643	10,749	5,625	2,017	12,909	2,881	7,989	10,243	4,408	1,352	67,816
% Change	-23.8	-10.8	-15.7	-18.4	-12.4	-30.4	-14.5	-20.0	-13.5	+0.7	-16.8
Spring 85 Evening	3,478	4,447	2,710	1,562	5,492	1,469	4,656	7,001	3,022	0	33,837
Spring 84 Evening	4,626	5,231	3,371	2,038	6,106	2,300	5,844	8,365	3,822	0	41,703
% Change	-24.8	-15.0	-19.6	-13.4	-10.1	-36.1	-20.3	-16.3	-20.9		-18.9
Spring 85 Total	10,825	14,036	7,453	3,207	16,795	3,475	11,489	15,191	6,396	1,362	90,229
Spring 84 Total	14,269	15,980	8,996	4,055	19,015	5,181	13,833	18,608	8,230	1,352	109,519
% Change	-24.1	-12.2	-17.2	-20.9	-11.7	-32.9	-16.9	-18.4	-22.3	+0.7	-17.7

Source: Enrollment and Attendance Reports, Final First Census Enrollment and WSCH Comparisons, and Census Class Enrollment Reports D3900-002, Office of Student Services, Educational Services Division, Los Angeles Community College District.

[1]Instructional Television enrollment is considered as day WSCH only.

Table 19: Change in Weekly Student Contact Hours (WSCH) by Day, Evening, Term, College and ITV, 1983-84 and 1984-85

Description:

Table 19 provides comparisons in weekly student contact hours (WSCH) generated by day and evening classes in the fall and spring semesters and summer sessions of 1983-84 and 1984-85. Frequencies and percentage changes are given for each college, Instructional Television, and for districtwide totals

Discussion:

At the District level, declines in WSCH between 1983-84 and 1984-85 were very similar to those for enrollment (see Table 18). At the college level, the pattern was by no means as uniform. All of the colleges except East gained more in summer WSCH than enrollment. For East the increases were almost identical. Instructional Television, on the other hand, lost substantially more in summer WSCH than in enrollment. In the fall, East and ITV again moved counter to the general trend, with both registering significantly greater declines in WSCH than enrollment while the figures were essentially equal for other colleges. The spring semester saw greater conformity of WSCH to enrollment changes, with only ITV showing a 9% increase in WSCH against a 1% increase in enrollment.

TABLE 19

CHANGE IN WEEKLY STUDENT CONTACT HOURS (WSCH) BY DAY, EVENING, TERM, COLLEGE AND ITV, 1983-84 AND 1984-85

Summer Session, Semester, Year and Type of WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	ITV[1]	TOTAL
Summer 84 Day	47,550	56,304	31,010	7,196	46,065	16,951	57,807	39,272	23,620	2,787	328,559
Summer 83 Day	41,991	29,478	19,081	4,094	24,546	9,931	26,553	20,928	15,253	6,688	198,543
% Change	+13.2	+91.0	+62.5	+75.8	+87.7	+70.7	+117.7	+87.7	+54.9	-58.3	+65.5
Summer 84 Evening	17,503	21,976	12,634	2,901	13,874	10,339	0	15,596	10,839	0	105,664
Summer 83 Evening	7,076	8,465	5,584	2,090	0	4,146	0	6,133	4,104	0	37,868
% Change	+47.4	+59.6	+26.3	+38.8		+50.8		+154.3	+64.1		+79.0
Summer 84 Total	65,053	78,280	43,644	10,097	59,939	27,290	57,807	54,868	34,459	2,787	434,223
Summer 83 Total	49,067	37,943	24,665	6,184	24,546	14,347	26,553	27,061	19,357	6,688	236,411
% Change	+32.6	+106.3	+76.9	+63.3	+144.2	+90.2	+117.7	+102.8	+78.0	-58.3	+83.7
Fall 84 Day	85,880	114,307	54,206	9,371	131,431	25,081	123,939	95,666	40,435	3,500	683,816
Fall 83 Day	113,998	129,120	67,500	11,805	144,792	35,992	135,275	111,565	51,774	4,125	805,946
Change	-24.7	-11.5	-19.7	-20.7	-9.3	-30.4	-8.4	-14.3	-22.0	-15.2	-15.2
Fall 84 Evening	33,614	45,014	24,221	10,413	46,572	15,629	35,916	53,291	21,746	0	286,416
Fall 83 Evening	41,145	47,436	28,368	11,727	51,483	21,158	45,108	58,252	25,978	0	330,655
% Change	-18.4	- 5.2	-14.7	-11.3	-9.6	-26.2	-20.4	-8.6	-16.3		-13.4
Fall 84 Total	119,494	159,321	78,427	19,784	178,003	40,710	159,855	148,957	62,181	3,500	970,230
Fall 83 Total	155,143	176,556	95,868	23,532	196,275	57,150	180,383	169,817	77,752	4,125	1,136,601
% Change	-33.0	-9.8	-18.2	-15.9	-9.4	-28.8	-11.4	-12.3	-20.0	-15.2	-14.6
Spring 85 Day	74,186	104,531	46,809	9,194	114,651	20,300	114,266	80,806	34,553	5,334	604,630
Spring 84 Day	94,116	121,833	58,563	11,365	130,016	29,226	129,311	100,627	43,449	4,912	723,418
% Change	-21.2	-14.2	-20.1	-19.1	-11.8	-30.5	-11.6	-19.7	-20.5	+8.6	-16.4
Spring 85 Evening	29,331	41,076	23,443	9,677	40,140	11,166	33,484	44,741	18,804	0	251,862
Spring 84 Evening	37,583	44,773	26,082	12,911	46,208	16,680	41,041	54,212	24,477	0	303,967
% Change	-22.0	-8.3	-10.1	-25.0	-13.1	-33.1	-18.4	-17.5	-23.2		-17.1
Spring 85 Total	103,517	145,607	70,252	18,871	154,791	31,466	147,750	125,547	53,357	5,334	856,472
Spring 84 Total	131,699	166,606	84,645	24,276	176,224	45,906	170,352	154,839	67,926	4,912	1,027,385
% Change	-21.4	-12.6	-17.0	-22.3	-12.2	-31.5	-13.3	-18.9	-21.4	+8.6	-16.6

Source: Enrollment and Attendance Reports, Final First Census Enrollment and WSCH Comparisons, Census Class Enrollment Reports D3900-002.

[1]Instructional Television enrollment is considered as day WSCH only.

Table 20: Percent of WSCH in Occupational Course Categories by College, Fall 1980 through Fall 1984

Description:

Table 20 presents the proportion of total weekly student contact hours at each college generated by courses categorized as occupational according to the Student Accountability Model (SAM) coding system. Courses with codes of A, B, C and D were considered occupational; non-occupational courses were those coded E and F. The SAM coding system is a separte one from that used in Table 15 to designiate baccalaureate, occupational and prerequisite/developmental level courses. Though all O type courses are here considered occupational, some number of the baccalaureate and prerequisite/developmental level courses are also included.

Discussion:

Over the five-year period, the proportion of WSCH in occupational courses has declined at the District level from 46% to 40%. Though this percentage remained essentially the same between Fall 1983 and Fall 1984 at the District level, most of the individual colleges continued to see a drop during the past year.

The proportion of occupational WSCH has declined as much as 9 percentage points at City and Mission and 8 percentage points at Harbor, Valley and West over the five-year period. East and Southwest have experienced lesser but equally steady reductions. Only Trade-Tech, with an occupational WSCH percentage double that of the other colleges, has remained stable in its proportion of student class hours devoted to occupational courses.

The reasons for the relatively greater decline of occupational programs at the other colleges has not been extensively analyzed. Trade-Tech, with a clear occupational image, may now be drawing more of the occuapational students from throughout the District and away from the other schools. Those schools in turn may be losing occupational students because the small initial size of a number of their occupational programs has made them particularly sensitive to staff reductions; reductions which may make it difficult to continue to offer the range of classes which attract students to a program as a whole. Trade-Tech, which has been able to continue to offer the breadth necessary for fully viable occupational programs and which can do so more economically because of economies of scale and because of faculty teaching loads in occupational disciplines of 21 rather than the 15 typical at the other schools, has not been so affected.

TABLE 20

PERCENT OF WSCH IN OCCUPATIONAL COURSE CATEGORIES BY COLLEGE, FALL 1980 THROUGH FALL 1984

	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	Total
1980	42.5	37.6	41.0	39.0	38.5	43.6	76.0	38.9	48.5	46.0
1981	33.1	34.8	37.6	32.9	34.7	39.3	75.5	31.6	46.5	41.3
1982	33.0	35.5	37.4	34.1	35.4	37.8	74.1	33.1	45.3	41.5
1983	33.8	34.9	34.3	30.3	32.4	38.2	74.8	32.1	41.1	40.4
1984	33.7	33.7	33.3	30.1	34.1	39.8	74.9	31.9	40.5	40.5

Source: Course Activity Measures Data Tapes, Fall 1980 through Fall 1984, Data Processing Branch, Business Services Division.

Table 21: Trend in Duplicated Enrollment in Community Services Classes by College, 1978-79 through 1984-85

Description:

Table 21 presents duplicated enrollment in Community Services non-credit classes at each college, and the percentage of districtwide enrollment each college has contributed from 1978-79 through 1984-85. No figures are reported for the large number of Community Services participants in special events, community meetings or recreational activities. Because a single event may attract a large crowd but not indicate a substantial increase in Community Services programming, comparisons of these figures over time have little meaning.

Discussion:

Most Community Service programs are realizing or approaching self-support, a result of the passage of Proposition 13 and the elimination of the Community Services tax in 1978. Fees are charged for enrollment in non-credit classes which do not generate ADA (average daily attendance) for State reimbursement. Non-credit classes are designed to address special interests and are offered on a short-term basis; four quarterly schedules of classes are prepared each year.

Enrollment in Community Services classes increased this year over last by 13%. Since 1978-79, enrollment has increased 123%, and every college has contributed to this growth. City has maintained the leading program throughout the period, though its share of districtwide Community Service enrollment has fallen from over a third to just one-fourth. This is still, however, a portion significantly larger than its share of districtwide regular, credit enrollment. Valley and Pierce continue to have the second and third largest programs, and both have increased their shares of districtwide numbers. Valley's proportion of Community Service programing is now substantially larger than its percent of regular credit enrollment, and Pierce has brought its share up to par with its portion of credit enrollment.

Enrollments at the remaining colleges have all grown at approximately the districtwide rate over the total period, though year-to-year fluctuations have been considerable. Nearly all have maintained roughly the same standing in District Community Service programing as in regular enrollment. The only exception to this pattern has been Trade-Tech, whose Community Service enrollment has been traditionally small but has increased more rapidly than any other college. Trade-Tech's program still remains the second smallest in the District, quite out of proportion to its credit enrollment standing.

TABLE 21

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES CLASSES BY COLLEGE, 1978-79 THROUGH 1984-85

	1978-79		1979-80		1980-81		1981-82		1982-83		1983-84		1984-85	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
City	19,573	36.4	17,823	33.0	26,199	29.9	17,210	22.1	25,410	25.1	27,409	26.0	37,714	25.9
East	5,670	10.6	5,488	10.2	6,362	7.2	8,000	10.3	11,249	11.1	12,773	12.1	13,350	12.7
Harbor	5,001	9.3	3,483	6.5	10,888	12.4	10,336	13.3	11,465	11.3	9.978	9.5	8,513	7.6
Mission	689	1.3	1,215	2.3	1,653	1.9	494	.6	2,464	2.4	2,337	2.2	897	1.0
Pierce	7,677	14.3	10,082	18.7	18,304	20.9	18,300	23.6	22,164	21.9	24,497	23.2	22,272	19.8
Southwest	1,675	3.1	3,232	6.0	7,219	8.2	7,446	9.6	4,575	4.5	3,625	3.4	3,600	3.2
Trade-Tech	954	1.8	564	1.0	577	.7	442	.6	861	.9	1,304	1.2	3,255	2.9
Valley	9,732	18.1	9,149	17.0	9,469	10.8	12,534	16.1	16,250	16.0	17,875	16.9	25,670	22.9
West	2,736	5.1	2,855	5.3	6,982	8.0	2,928	3.8	6,915	6.8	5,875	5.5	4,526	4.0
District	53,712	100.0	53,891	100.0	87,653	100.0	77,695	100.0	101,353	100.0	105,650	100.0	119,797	100.0

Source: Community Service Program Directors.

Student Performance and Articulation

Table 22: First Census to End-of-Semester Retention Rates, Fall Semesters 1978-84 and Fall 1984 Day/Evening, by College

Description:

Table 22 reports retention rates, defined as the percentage that end-of-semester enrollment is of first census enrollment, for the nine colleges and the District from Fall 1978 through Fall 1984. It also reports the breakdown of day and evening rates for Fall 1984. In order to examine change over time, the retention rates are being presented separately from grade distributions for the first time in this Annual Report.

Discussion:

In Fall 1984, every college except Trade-Tech registered an increase in the retention rate over 1983; East, Mission and Southwest made particularly strong gains. At Trade-Tech, the 1984 figure was only a slight decline from 1983 and still significantly above all previous levels.

Over the period, retention rates have risen at all of the colleges. Districtwide there has been a steady growth from a rate of 65% in 1978 to 78% in 1984. The college-by-college growth has not been quite as steady, but it has been even more substantial in some cases, notably East and City, which have improved their rates by 21 and 19 percentage points, respectively.

Across the District, retention rates are now remarkably uniform, ranging in 1984 only between 75% (Valley) and 80% (Trade-Tech), except for Mission with a rate of 84%. This may be somewhat of an anomaly resulting from Mission's small size. Mission's retention rates have fluctuated widely but its seven-year average has been high and almost identical to that of neighboring Pierce and Valley.

Day/evening differentials follow much the same pattern. Again, except for Mission, day rates fall within an even narrower band, ranging from 76% (Valley) to 80% (Trade-Tech). Evening rates vary slightly more, going from 74% (Valley) to 80% (Trade-Tech and Mission). Districtwide, day retention rates are slighly higher than evening rates and this pattern is repeated at every college except Southwest and Trade-Tech.

Since the previous year, the greatest change has been in evening retention rates; districtwide these have gone from 74% to 76% while day rates moved only from 77% to 78%. At Southwest, both day and evening rates increased, but the evening rates rose more substantially. At Trade-Tech, the day rate actually declined from 82% to 80%, while the evening rate grew from 77% to 80%.

TABLE 22

FIRST CENSUS TO END OF SEMESTER RETENTION RATES[1], FALL SEMESTERS 1978-84
AND FALL 1984 DAY/EVENING, BY COLLEGE

	1978	1979	1980	1981	1982	1983	1984	Day	Evening
City	59.1	58.8	63.6	69.2	72.4	77.1	77.9	78.3	77.0
East	58.0	62.6	62.4	69.6	69.2	75.0	79.0	79.5	79.0
Harbor	63.9	63.9	66.2	76.2	71.4	75.5	76.9	77.5	75.5
Mission	69.3	66.1	64.1	81.3	73.8	76.4	84.0	88.7	80.0
Pierce	69.6	70.1	71.0	74.7	74.3	76.7	76.7	78.1	73.1
Southwest	62.7	61.6	61.6	67.5	72.3	73.8	78.3	78.1	78.6
Trade-Tech	66.9	67.5	66.6	70.6	75.5	80.8	79.8	79.7	80.0
Valley	69.1	70.4	65.8	71.8	73.0	74.2	75.3	76.4	73.5
West	66.2	66.1	62.9	69.3	68.2	74.7	75.9	76.5	74.9
District	64.7	65.7	65.6	71.3	72.0	76.2	77.6	78.3	76.0

Sources: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Data Processing Branch, Business Services Division.

[1]Rates are defined as the percentages that end-of-semester enrollments are of first census enrollments at each of the colleges and districtwide.

Table 23: Grade Distribution by Day, Evening and College, Fall 1984 As Percentages of First Census Enrollment

Table 23.1: Grade Distribution and Percentages of Students Receiving C Grades or Above, by College and Districtwide, Fall Semesters 1978-84

Discription:

Table 23 reports the proportional distribution of grades within the nine colleges according to whether these were awarded in day or evening classes. Table 23.1 presents districtwide distributions in each fall semester since 1978 and college trends since 1978 in the proportion of grades which are C or higher.

Discussion:

At the District level, grade distributions have been remarkably stable over recent years, as shown in the top half of Table 23.1, and the pattern in Fall 1984 indicates no departure. As retention rates have gone up, the proportion of all grades, excluding Ws or withdrawals, has risen correspondingly. Slightly more students now receive As, Bs, and Cs. Significantly more now receive D or F grades, non-credit or incomplete reports. These latter in part offset the increase in retention: some students who previously received Ws now are given failures, incomplete or non-credit grades. Still, growth in "real" retention, meaning those who actually persist to the end of the term, does appear positive and is reflected in increasing proportions in all letter grade categories. The uniformity of the increases also means that the relative distribution of A through F grades has remained essentially constant.

At the individual college level, however, considerable variation and instability has existed, though again 1984 was a year in which previous trends continued. In Table 23 we can note some deviation from the District pattern of 20% As, 20% Bs, and 20% Cs. Mission College presents the greatest departure with 27% of its students receiving As, 18% Bs, and only 12% Cs in Fall 1984. Southwest, on the other hand, gave only 15% As but came close to District figures for B and C grades. Differences in student preparation and ability doubtlessly account for much of these varying patterns, and a much more detailed analysis controlling for degree of student preparation, class level, and subject field would be necessary in order to determine whether different grading standards have been applied at the individual colleges.

The time-series data, however, indicate that relatively rapid changes in student preparation and ability and/or grading standards have occurred at individual colleges in recent years. The second half of Table 23.1 presents the proportion of students receiving C or above grades at each college since Fall 1978. Districtwide, this figure has ranged from 56% to 61%, and though rising over the period, the rate of growth has been less than that of the increase in retention. Mission and Pierce have moved decidedly against the flow, posting substantial declines in the proportion of students receiving Cs or above, and both Harbor and Southwest have registered only very modest increases overall.

TABLE 23

GRADE DISTRIBUTIONS BY DAY, EVENING AND COLLEGE, FALL 1984,
AS PERCENTAGES OF FIRST CENSUS ENROLLMENT

	Type of Enrollment	A	B	C	D	Inc.	F	Credit	Non Credit	W	IP[1]	RD[1]	Total
City	Day	18.9	20.7	20.3	6.6	2.5	5.4	2.0	1.4	22.1	0	0.9	100.0
	Evening	19.5	19.9	18.6	5.4	3.8	6.6	1.0	0.8	24.2	0	0.1	100.0
	Total	19.1	20.5	19.8	6.3	2.9	5.7	1.7	1.3	22.7	0	0.1	100.0
East	Day	20.6	21.1	19.9	6.2	2.3	5.8	.7	0.3	23.1	0	0.1	100.0
	Evening	19.5	20.7	18.1	5.1	3.7	6.9	0.1	0	25.9	0	0.1	100.0
	Total	20.3	21.0	19.4	5.9	2.6	6.1	.6	0.2	23.8	0	0.1	100.0
Harbor	Day	19.7	19.8	19.7	5.9	1.2	6.0	4.1	1.3	22.1	0.1	0.1	100.0
	Evening	20.3	21.8	16.0	4.1	1.7	7.4	2.6	.5	25.5	0.2	0.1	100.0
	Total	19.9	20.5	18.5	5.3	1.4	6.5	3.6	1.1	23.2	0.1	0.1	100.0
Mission	Day	27.1	18.2	13.3	2.7	2.9	3.8	11.4	3.3	16.8	0	0	100.0
	Evening	26.2	18.6	10.8	3.3	6.1	5.8	5.0	1.9	22.3	0	0	100.0
	Total	27.0	18.4	12.1	3.0	4.4	4.7	8.3	2.6	19.4	0	0	100.0
Pierce	Day	21.4	21.2	21.8	6.5	1.6	5.3	1.3	.3	20.6	0	0	100.0
	Evening	22.0	22.4	17.0	4.8	1.7	5.9	.4	.1	25.6	0	0.1	100.0
	Total	21.5	21.5	20.6	6.0	1.6	5.4	1.1	.2	21.9	0	0.1	100.0

Sources: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002.

[1]In progress (IP) is used for courses which extend beyond the normal end of an academic term. Report delayed (RD) is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. Included in the credit column are X grades and credit by exam.

TABLE 23 (continued)

GRADE DISTRIBUTIONS BY DAY, EVENING AND COLLEGE, FALL 1984,
AS PERCENTAGES OF FIRST CENSUS ENROLLMENT

	Type of Enrollment	A	B	C	D	Inc.	F	Credit	Non-Credit	W	IP	RD	Total
Southwest	Day	14.6	17.5	19.4	8.8	2.2	10.6	1.7	.4	24.6	0	.2	100.0
	Evening	15.0	18.4	21.0	7.0	3.9	10.0	0.3	0.5	23.7	0	0.2	100.0
	Total	14.8	17.8	20.0	8.2	2.8	10.4	1.2	0.4	24.3	0	.2	100.0
Trade-Tech	Day	19.0	22.9	23.3	7.3	1.3	4.7	2.4	.8	17.9	0.1	0.3	100.0
	Evening	19.4	23.0	21.3	6.9	1.8	5.9	0.8	0.1	20.4	0	.4	100.0
	Total	19.1	22.9	22.8	7.2	1.4	5.1	2.0	0.6	18.5	0.1	0.3	100.0
Valley	Day	23.5	19.2	17.2	4.9	2.6	5.8	2.5	1.4	22.9	0	0	100.0
	Evening	22.3	20.5	16.1	3.6	2.9	6.4	1.3	0.6	26.3	0	0	100.0
	Total	23.1	19.7	16.8	4.4	2.7	6.0	2.1	1.1	24.1	0	0	100.0
West	Day	21.4	18.6	18.3	7.0	2.2	9.6	0.7	0.3	22.0	0	0	100.0
	Evening	21.7	20.4	16.3	4.3	2.5	8.8	0.3	0.5	25.2	0	0	100.0
	Total	21.5	19.2	17.6	6.1	2.3	9.4	0.6	0.4	23.1	0	0	100.0
District	Day	20.5	20.6	20.2	6.3	2.0	5.9	2.0	0.9	21.5	0	0.1	100.0
	Evening	20.7	21.0	17.5	4.9	2.8	6.8	1.0	0.5	24.7	0	0.1	100.0
	Total	20.6	20.7	19.4	5.9	2.3	6.1	1.8	0.7	22.6	0	0.1	100.0

TABLE 23.1

GRADE DISTRIBUTIONS, AND PERCENTAGES OF STUDENTS RECEIVING C GRADES OR ABOVE, BY COLLEGE AND DISTRICTWIDE, FALL SEMESTERS 1978-84

Districtwide	1978	1979	1980	1981	1982	1983	1984
A	19.0%	19.1%	18.1%	19.1%	19.1%	20.1%	20.6%
B	19.0	18.7	18.5	19.2	19.4	21.1	20.7
C	17.9	17.3	17.1	17.9	18.4	20.1	19.4
D	4.5	4.3	4.5	5.1	5.3	6.3	5.9
F; noncredit & incomplete	6.1	6.7	5.7	8.9	9.3	9.8	8.9
Credit	1.3	1.3	1.3	1.4	1.5	n/a	1.8
IP-RD[1]	-	-	-	1.5	1.6	.4	.1
W	32.2	32.6	34.8	26.9	25.4	22.2	22.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.%

Colleges	Percentages Receiving C or Above						
City	47.6%	48.1%	48.2%	53.2%	54.2%	59.5%	59.4%
East	51.4	51.1	50.8	56.5	56.5	61.7	60.7
Harbor	57.2	57.4	53.9	56.7	54.7	59.9	58.9
Mission	69.3	65.5	64.8	50.3	48.7	59.5	57.5
Pierce	68.0	67.7	69.5	61.7	62.2	64.5	63.6
Southwest	50.9	47.0	45.4	44.2	48.0	51.3	52.6
Trade-Tech	59.9	57.5	53.6	59.7	59.9	64.4	64.8
Valley	55.4	54.9	51.1	55.4	58.7	63.4	59.6
West	53.2	51.8	51.4	54.9	55.4	58.8	58.3
District	55.9%	55.1%	53.7%	56.2%	56.9%	61.3%	60.7%

Sources: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002.

[1]The grade categories of IP and RD were first introduced in 1981-82.

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Table 24: Source and Level of Transfer Students by College and Districtwide Fall 1984, As Percentages of All First-Time Transfers

Description:

Table 24 has been reformulated from previous years. It now reports the source of transfer students for first-time students only, where previously this was given for all students who had ever transferred. Transfers from other states and countries are now included with sources of transfer students from California community colleges, California 4-year institutions, and out-of-state schools.

Discussion:

Districtwide, 12,250 students transferred into LACCD colleges in Fall 1984. Trends in District transfers, as discussed in Table 9, show that transfers as a proportion of total enrollment have fluctuated between 11% and 17% over the past ten years, and that throughout this period transfers have been roughly a third of all entering students. Transfer students are thus a very significant part of the "new recruits" each semester. As a proportion of total District enrollment, they were 12% in Fall 1984, ranging among colleges from a low of 9% at East to a high of over 17% at West.

Of those who transferred, 24% came from other LACCD schools and another 24% came from non-LACCD community colleges in California. An additional 29% of the entering transfer students were clearly "reverse transfers", coming from four-year institutions in California. A final 23% of transfer students in Fall 1984 came from other states or foreign countries and cannot be classified as originating in either two-or four-year institutions.

Among the colleges, Mission had the highest proportion of transfer from within the District, while Harbor had the largest percentage from other community college districts. This was no doubt because of the contrasting geographic locations of these two schools in relation to other LACCD colleges. Likewise, East had the largest proportion of transfers from the California State Universities (CSU), reflecting its proximity to CSULA, and West had the highest percentage from University of California (UC) schools, reflecting its nearness to UCLA. West was also the leader in the percentage of transfers from other states, while City led in the proportion of recruits from private California institutions and from foreign schools.

Over half of transfer students (54%) were freshmen in status: 21% were sophomores and 25% had 60 units or more. The sharpest contrast in the educational level of transfer students among the colleges was between Pierce, where 48% of transfers were freshmen and 28% had 60 or more units; and Southwest, where 72% of transfers were freshmen and only 12% had 60 or more units.

By institution of origin, freshmen were the largest category of transfers from community colleges and also from out-of-state and foreign schools. As would be expected, however, they were the smallest category among transfers from California four-year institutions.

TABLE 24

SOURCE AND LEVEL OF TRANSFER STUDENTS BY COLLEGE AND DISTRICTWIDE, FALL 1984, AS PERCENTAGES OF ALL FIRST-TIME TRANSFERS

Source and Level	LACC[1]	ELAC	LAHC	LAMC	LAPC	LASW	LATTC	LAVC	WLAC	TOTAL
California Community Colleges										
Freshmen	33.8%	27.4%	34.3%	37.1%	26.0%	51.3%	43.5%	30.8%	30.2%	32.9%
Sophomores	10.5	13.8	8.9	13.5	9.6	11.6	8.7	10.8	10.2	10.6
60+ Units	3.9	6.6	4.6	8.1	5.0	3.7	5.7	5.9	7.0	5.7
Total from Eight Other LACCD Campuses	21.5	25.7	35.6	14.1	23.5	23.6	27.1	20.1	26.6	24.0
Total California Community Colleges	25.9	21.8	12.2	43.5	16.8	41.7	29.8	26.7	19.1	24.3
California 4-Year Schools										
Freshmen	12.3	11.8	6.6	6.0	9.5	11.6	10.7	8.9	9.3	9.6
Sophomores	7.5	8.4	5.0	5.6	9.7	3.0	3.7	7.8	5.8	10.4
60+ Units	4.4	12.3	12.1	12.6	13.5	6.7	8.2	15.2	15.0	12.5
Total CSU System	8.3	20.2	13.8	14.5	20.0	10.5	11.2	16.1	11.2	15.4
Total UC System	4.3	3.6	3.7	4.6	5.7	3.5	3.2	6.7	9.3	5.4
Total Calif. Private Colleges	11.4	8.8	6.1	5.2	7.1	7.4	8.2	9.2	9.6	8.1
Out of State Colleges										
Freshmen	21.9	11.3	14.6	10.8	11.9	10.4	13.2	9.6	11.2	11.6
Sophomores	4.3	1.6	4.6	1.0	4.8	1.5	2.8	3.3	4.4	3.5
60+ Units	2.2	6.9	9.5	7.5	10.3	1.3	4.4	8.3	8.5	7.5
Total Other States	10.5	7.3	17.5	12.4	19.6	12.5	12.3	20.1	19.8	16.4
Total Other Countries	18.0	12.6	11.1	5.8	7.4	.8	8.2	.2	4.3	6.2
Total Freshmen Transfers	55.9	51.3	56.4	51.2	47.9	72.5	67.4	49.6	51.3	54.3
Total Sophomores Transfers	20.9	23.5	18.1	21.6	23.9	15.8	14.8	21.6	19.7	20.6
Total 60+ Units Transfers	23.2	25.2	25.4	27.2	28.2	11.8	17.8	28.8	29.0	25.1
Total First-Time Transfers	1684	1186	827	504	2227	628	1469	2450	1275	12250
Percent of Total College Enrollment	10.8%	9.4%	10.0%	15.0%	11.5%	14.1%	11.7%	13.6%	17.5%	12.1%

Source: CCAF131 Census Class Enrollment Report

[1]The rate of those reporting the institution of previous attendance at City College was only 13.5% for Fall 1984. The proportions shown here must therefore be taken with extreme caution.

Table 25: Transfers to California Public Four-Year Institutions, by College of Origin, Fall 1983 and Fall 1984.

Description:

Table 25 records the number of students who transferred from each college to the University of California (UC) or California State University (CSU) system in Fall 1983 and Fall 1984. Totals are provided for colleges and districtwide.

Discussion:

District college transfers to California public universities declined 7% from Fall 1983 to Fall 1984; the number transferring to the UC system dropped 21% to 353, while the 2,703 students transferring to state universities represented a 5% loss from Fall 1983. Statewide, the Fall 1983 to Fall 1984 decline of community college transfer students was less than 1% for both UC and CSU. The California Postsecondary Education Commission (CPEC) report, Update of Community College Transfer Student Statistics: Fall 1984, noted wide variations in transfer rate changes among college districts: increases were recorded in San Diego, Northridge, Riverside and Sacramento areas; the largest losses occurred in districts with a high proportion of minority enrollment.

In Los Angeles, the number of transfers increased for Mission and Pierce, but many colleges suffered losses. Among these were City and West (both 20%) Southwest (14%) and Trade-Tech (11%). Although each of the latter colleges enrolled a large proportion of minority students, other factors which may have contributed to their decline are free-flow and their proximity to a neighboring, well-developed suburban college. Between Fall 1983 and Fall 1984, the number of transfers to public universities increased 23% from Santa Monica and 14% from Glendale.

Colleges have initiated a variety of measures to reverse the decade of decline in transferring students. Every college has designated a special area for transfer information; the State funded City and East to establish "Transfer Centers"; and Harbor, City and Mission received Ford Foundation grants to improve transfer rates. Several colleges have formed a "Transfer Alliance Project" with UCLA to institute new incentives, programs and services to enhance successful transfer.

TABLE 25

TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS, BY COLLEGE OF ORIGIN, FALL 1983 AND FALL 1984

	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
University of California System										
Fall 1984	38	59	30	10	113	5	4	81	13	348
Fall 1983	50	88	47	3	117	5	7	93	37	447
California State University System										
Fall 1984	360	336	337	42	752	110	123	494	149	2703
Fall 1983	351	407	351	41	741	129	136	513	166	2835
Totals										
Fall 1984	398	395	367	52	865	115	127	575	162	3051
Fall 1983	401	495	398	44	858	134	143	606	203	3282

Source: Update of California Community College Transfer Student Statistics, Fall 1984, California Postsecondary Education Commission, Sacramento, California, 1985

Table 26: Transfers to California Public Four-Year Institutions, Fall Semesters 1975-84

Figure 11: Transfers to California Public Four-Year Institutions, Fall Semesters 1972-84

Description:

Table 26 provides the historical record from Fall 1975 to Fall 1984 of transfers from District colleges to the University of California and California State University systems. Figure 11 illustrates the trends since 1972.

Discussion:

The total number of transfers from Los Angeles District colleges to public four-year institutions declined 40% over the decade from 1975 to 1984, continuing a trend which has been going on since at least 1972.

The number of transfers, however, must be compared to the changes in student enrollment in order to detect changes in the rate at which students transfer to the four-year institutions. Since the enrollment peaks in the years 1980 through 1982, the number of transfers has fallen less than the proportional drop in total enrollment, thus reversing a long decline in the rate of transfer. Between Fall 1982 and Fall 1984, total enrollment fell 25%; transfers declined only 11%.

Student survey data also indicates a renewed interest in transferring to four-year institutions. In 1978, 36% of the respondents indicated a desire to transfer. In 1982 this fell to 31%. But in the Fall 1984 survey, 41% of those responding selected transfer as their chief educational goal.

It is, of course, too soon to tell whether the turnaround since 1982 will be long-lasting. But this recent upturn in the rate of transfer suggests that the increased attention to the transfer function noted in many of the college narratives is beginning to have an effect.

Figure 11: Transfers to California Public Four-Year Institutions Fall Semesters 1971-84

TABLE 26

TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS, FALL SEMESTERS 1975-84

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
University of California System[1]	796	744	681	536	509	466	395	429	447	348
California State University System[2]	4,264	3,985	3,829	3,589	3,302	3,294	3,121	3,001	2,835	2,703
Total	5,060	4,729	4,510	4,125	3,811	3,760	3,516	3,430	3,282	3,051

[1]Source: Summary of First Year Performance at the University of California for New Students Entering Fall Quarter, Office of Studen Academic Service, University of California Systemwide Administration, 1973-79. Data for 1980 through 1984 were provided b Update of Community College Transfer Student Statistics, Fall 1984 California Postsecondary Education Commission, March 19

[2]Source: Statistical Report, Number 8 - Origin of Fall Term Enrollment, Division of Institutional Research, Office of the Chancello The California State University and Colleges, 1973-83. Data for 1983 were provided by Update of Community College Transfe Student Statistics, Fall 1984 California Postsecondary Education Commission, March 1985.

Table 27: Ten-Year Trend in Awards Conferred by Type, 1975-76 through 1984-85

Figure 12: Awards Conferred by Type, 1970-71 through 1984-85

Description:

Table 27 shows the number of associate degrees and certificates earned by District students from 1975-76 through 1984-85. Associate degrees are awarded for completion of 60 units or more in prescribed courses, while certificates are granted for completion of a directed sequence of courses in a major.

Discussion:

As indicated in Figure 12, the number of associate degrees awarded has declined steadily over the fourteen-year period, while the number of certificates earned, though fluctuating somewhat, has climbed. Since associate degrees are the much larger proportion, however, total awards have declined over the fourteen years, after first reaching a peak in 1976-77.

Looking at awards in relation to enrollment gives a somewhat different picture. Between 1975-76 and 1981-82, total awards fell 26%, while enrollment rose slightly; since 1981-82, enrollment has declined 26% while the number of awards has remained basically stable. As with the number of transfers, some reversal of a long-term trend seems evident. Considered in conjunction with that most recent turnaround in the transfer rate, this increase in the proportion of students receiving awards may signal the appearance of students who have more specific educational objectives for matriculation.

Figure 12: Awards Conferred by Type, 1970-71 through 1984-85

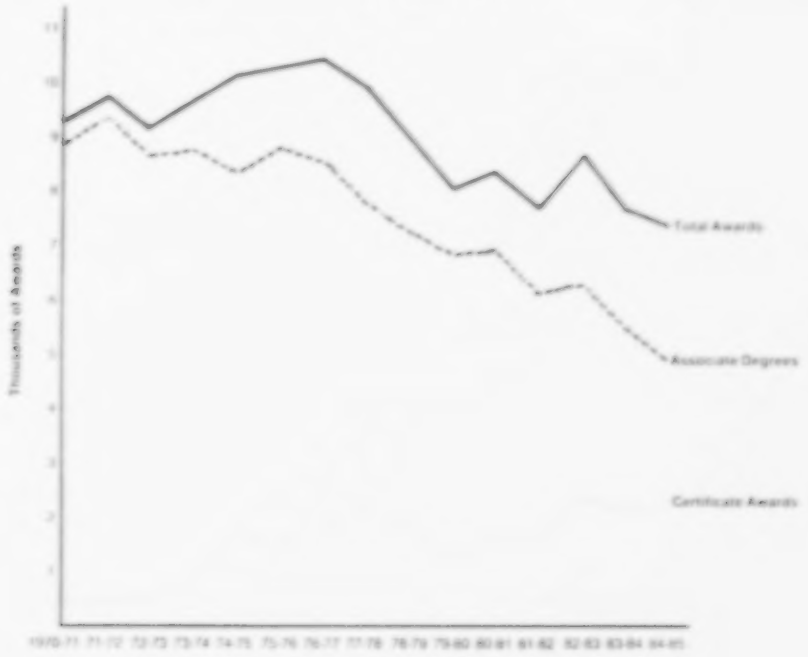

TABLE 27

TEN-YEAR TREND IN AWARDS CONFERRED BY TYPE, 1975-76 THROUGH 1984-85

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Associate Degrees	8,809	8,576	7,776	7,247	6,832	6,846	6,106	6,269	5,569	5,686
Certificates	1,485	1,819	2,129	1,790	1,224	1,549	1,528	2,392	2,088	2,272[1]
Total	10,294	10,395	9,905	9,037	8,056	8,395	7,634	8,655	7,693	7,958[1]

Source: For 1975-76 through 1981-82 and 1983-84, the Higher Education Information Surveys (HEGIS) for degrees and other formal awards was used. For 1982-83 and 1984-85, associate degrees and certificates awarded were reported by the college Deans of Admissions and Records.

[1]The number of certificates awarded at East Los Angeles College in 1984-85 was not recorded. The District total reported here assumes that the number of certificates awarded at East was the same as the previous year, a conservative assumption, since in the rest of the District the number of certificates awarded increased by 10.2%.

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Table 28: Awards Conferred by Type and College, 1983-84 and 1984-85

Description:

Table 28 displays the number of associate degrees and certificates awarded by each college and districtwide in 1983-84 and 1984-85.

Discussion:

The number of awards conferred varies from college to college in a manner consistent with the differences in programs and students. Trade-Tech is the overall leader in the awarding of degrees and certificates, due to an expected high number of certificates as a result of its many occupational programs. City this year awarded the second highest number of degrees and certificates. Along with East, which was third in number of degrees and certificates awarded, City attracts a large number of students from immigrant populations. For these students, receiving an associate degree or certificate may be an important passport into our "credentialed society."

Ranking fourth and fifth in number of awards conferred, Valley and Pierce awards were actually low relative to enrollments. Pierce, with a curriculum attracting many transfer-oriented students, conferred very few certificates and only a moderate number of associate degrees. The pattern at Valley is similar. In addition to many transfer-oriented students, Valley also has a large proportion of older students for whom degrees have less attraction. This latter characteristic is even more evident at Mission. All the Valley schools thus rank lowest among colleges when awards relative to enrollment are calculated.

Of the remaining colleges, awards in comparison to enrollment are also low at Harbor, which shares many patterns with the Valley campuses, while Southwest and West more closely parallel the characteristics and results of City and East.

TABLE 28

AWARDS CONFERRED BY TYPE AND COLLEGE, 1983-84 AND 1984-85

	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
Associate Degrees:										
1983-84	793	841	580	112	1,002	285	639	1,090	223	5,565
1984-85	781	1,003	450	75	919	271	532	841	214	5,086
Certificates:										
1983-84	290	282	74	28	38	29	894	189	264	2,088
1984-85	290[1]	251	53	104	24	50	952	200	348	2,272[1]
Total:										
1983-84	1,083	1,123	654	140	1,040	314	1,533	1,279	487	7,653
1984-85	1,071[1]	1,254	503	179	943	321	1,484	1,041	562	7,358[1]

Source: For 1984-85, the number of associate degrees and certificates awarded between July 1, 1984 and June 30, 1985 was furnished by the college Deans of Admissions and Records. For 1983-84, the Higher Education General Information Surveys (HEGIS) was used for degrees and other formal awards conferred between July 1, 1983 and June 30, 1984.

[1]Assumes no change in certificates awarded at ELAC from 1983-84. See Note 2, Table 27.

Student Support Services

Table 29: Services to Special Student Groups by College: Veterans, Handicapped Students, EOP&S Students, Other Financial Aid Recipients and Foreign Students, Fall 1983 and Fall 1984.

Description:

Table 29 presents the numbers of foreign students who received the following specialized services in Fall 1983 and Fall 1984: veterans, handicapped students, foreign students, and recipients of Extended Opportunity Programs and Services (EOP&S) and financial aid. Numbers are given for each college; the percentage change for the two-year period is provided for District totals in each service category.

Each service listed provides categorical assistance to students meeting specified eligibility criteria.

Discussion:

The number of students receiving assistance in the specified categories declined 26% between 1983 and 1984. This followed a 14% drop between 1982 and 1983 and a 19% decline from 1981 to 1982. While enrollment since 1981 has fallen 26%, the number of special students served has fallen by 48%.

By individual category, the number of veteran and handicapped students served remained almost stable between the 1983-84 and 1984-85 school years. The total number of EOP&S students served declined very sharply and "other" financial aid recipients also dropped substantially. There was a steep increase in the number of foreign students served.

Only Pierce increased its overall number of special students served, registering growth in veteran, EOP&S, and foreign students. City had the greatest decline, with a very significant reduction in the number of EOP&S students served.

TABLE 29

SERVICES TO SPECIAL STUDENT GROUPS BY COLLEGE: VETERANS, HANDICAPPED STUDENTS, EOP&S STUDENTS, OTHER FINANCIAL AID RECIPIENTS AND FOREIGN STUDENTS, 1983-84 AND 1984-85[1]

College	Year	Veterans Receiving Educational Benefits[2]	Handicapped Students Served[3]	EOP&S Students Served	Other Financial Aid Recipients	Foreign Students Served[2]
City	1983-84	319	454	2,817	1,988	121
	1984-85	551	446	412	1,711	319
East	1983-84	269	326	1,422	793	27
	1984-85	0	311	870	810	72
Harbor	1983-84	251	160	397	389	29
	1984-85	210	134	154	335	14
Mission	1983-84	67	102	266	125	13
	1984-85	45	134	200	90	13
Pierce	1983-84	320	642	312	644	61
	1984-85	440	505	369	587	182
Southwest	1983-84	132	101	908	1,168	40
	1984-85	275	85	603	615	41
Trade-Tech	1983-84	582	358	2,206	1,731	45
	1984-85	371	458	1,754	1,249	38
Valley	1983-84	388	338	584	852	70
	1984-85	570	396	607	500	100
West	1983-84	157	149	515	562	11
	1984-85	109	151	276	444	12
Totals	1983-84	2,485	2,630	9,427	8,252	417
	1984-85	2,571	2,620	5,245	6,341	791
	% Change	+3.5	-0.4	-44.4	-23.2	+89.7

[1]Data on veterans, handicapped students, Educational Opportunity Programs and Services (EOP&S) students and other financial aid recipients are from the Office of Student Services Division, Los Angeles Community Colleges. Data on foreign students represent only those with F-1 visas. All figures represent unduplicated totals.

[2]Totals for Fall 1983 and Fall 1984 only.

[3]Source: Handicapped Student Programs and Services--Direct Excess Cost Report.

Fiscal and Personnel Resources

Table 30: General Fund Income by Sources, 1979-80 through 1984-85, in Million of Dollars

Description:

Table 30 presents sources of general fund income as reported to the California Community Colleges in the Annual Financial and Budget Report. Unlike previous years, the table now presents actual rather than budgeted income and details the District's income since 1979-80.

Discussion:

Total General Fund Income in 1984-85 was $192 million. This represents a 3.4% increase over 1983-84 in actual dollars but a 3.6% decrease in constant dollars. Since 1979-80, General Fund Income has declined 21% after adjustments for inflation are made.

Federal support has registered the sharpest drop, going from over $13 million in 1979-80 to just slightly more than $5 million in 1984-85. Roughly $5 million of this decrease is accounted for by the end of Metropolitan College's overseas program for military personnel, which is reflected in the difference between the 1982-83 figures and those of 1983-84. But there has also been a steady erosion in VEA funding and all other forms of Federal support in actual dollars and even more when inflation adjustments are made.

District income from the State was $134 million in 1984-85. This has remained esentially stable in current dollars since 1979-80, which was the first fiscal year following the passage of Proposition 13. In constant dollars, however, the District has experienced a 24% decrease in State support.

The local, County-administered property tax produced an income of $32 million in 1984-85, an amount which has also been fairly stable since 1980-81 when measured in current dollars. This is, however, well below the $40 million plus level which prevailed prior to Proposition 13, and represents a significant decline when adjusted for inflation.

The final category of income is local income and fees, which includes student fees of all types, except parking, sales of District property, interest, and miscellaneous other revenues. Total income and fees stood at $21 million in 1984-85, up substantially from the level of previous years due to the imposition of the $50 enrollment fee.

The bottom half of Table 30 shows the adjustments which are made in the General Fund Income to arrive at the total amount available for the District to spend each year. It tells much of the story of how the District has attemped to maintain its programs in the face of declining revenues.

In the 1979-80 fiscal year, the District began with a balance of over $44 million. By the end of 1981-82 this had been reduced to just over $6 million with most of that depletion taking place during 1981-82. In the following year, $17 million was transferred from the Special Reserve

Fund for general use. In 1983-84, some funds were recouped, with the ending balance climbing from $4 million to $8 million. But in the most recent year, the ending balance was reduced from $8 million to a negative $3 million. In effect, over $64 million in reserves have been spent since 1979-80. The amount available in constant dollars has nevertheless declined 16% between 1979-80 and 1984-85.

TABLE 30

GENERAL FUND INCOME BY SOURCES, 1979-80 THROUGH 1984-85,
IN MILLIONS OF DOLLARS

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Sources						
Federal[1]	13.47	11.75	11.41	10.99	5.20	5.06
State	129.91	133.00	124.41	134.43	135.39	134.28
Local Tax	23.62	32.46	34.07	30.38	32.71	32.04
Local Income and Fees	12.14	15.71	12.41	9.28	12.65	20.92
Total Income, General Fund	179.14	192.93	182.31	185.08	185.97	192.31
In 1979 Dollars	179.14	178.47	153.38	153.06	146.97	141.73
Interfund Transfers	.03	--	--	17.46[2]	1.42	.23
Net Income, General Fund	179.17	192.93	182.31	202.54	187.39	192.54
Beginning Balance[3]	44.08	43.62	38.63	6.59	4.08	8.31
Less Ending Balance	44.78	38.01	6.46	3.96	8.20	(2.83)
Amount Available	178.48	198.53	214.48	205.17	183.27	203.68
In 1979 Dollars	178.48	183.40	179.38	169.11	144.90	150.06

Source: Annual Financial and Budget Report to the California Community Colleges from the Los Angeles Community College District, CCFS-311, 1980-81 through 1985-86.

[1]Financial Aid payments to students are excluded.
[2]Transfer from Special Reserve Fund.
[3]Differences between the beginning balance and the previous year's ending balance occur due to minor accounting adjustments.

Table 31: General Fund Expenditures by Function, 1979-80 through 1984-85 in Millions of Dollars and Percentages

Description:

Table 31 presents expenditures by major functions over the same time period and from the same funds as that covered in Table 30. The amounts spent are reported in millions of dollars and the proportion of total yearly expenditures represented by each function is given.

Discussion:

On balance, the proportions expended in each functional category have been quite stable over the years. But one dynamic has been in effect, the maintenance of the instructional program which has been accomplished at the expense of support services. The proportions spent on Instruction have increased from 49% in 1979-80 to 53% in 1983-84 before declining to 51% in 1984-85. A greater increase has actually been masked by the increased reporting of department chairs under the Administration function over the period, with that policy becoming uniform in 1984-85. Thus most of the apparent increase in Administration is due to this transfer in bookkeeping and a "true" accounting would show a steeper and more continual increase in instructional functions.

To achieve the relative maintenance of instructional functions, other areas have had to be reduced. The chief reduction has been in the General Institutional Support function, which declined from 14% to 9% of general fund expenditures over the period. Physical Plant and Other Student Services were also reduced as shares of total expenditures. The remaining areas have been largely constant as proportions of expenditures.

Table 31: General Fund Expenditures by Function, 1979-80 through 1984-85 in Millions of Dollars and Percentages

	1979-80		1980-81		1981-82		1982-83		1983-84		1984-85	
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%
Instruction	87.64	49.4	97.43	49.3	105.08	49.0	101.74	48.1	96.84	52.9	103.24	50.7[2]
Instructional Support	6.64	3.7	7.88	3.8	8.67	4.0	7.72	3.6	6.36	3.4	6.52	3.2
Total Instruction	94.28	53.1	105.31	53.2	113.75	53.1	109.46	53.6	103.20	56.4	109.76	53.9
Administration[1]	13.15	7.4	14.33	7.2	14.68	6.8	20.14	9.9	16.76	9.2	24.27	11.9[2]
Counseling and Guidance	6.96	3.9	8.00	4.0	8.21	3.8	7.91	3.7	7.11	3.8	7.94	3.9
Other Students Services	9.30	5.2	11.31	5.7	11.59	5.4	10.17	4.8	9.04	4.8	9.93	4.9
Operation and Maintenance of Physical Plant	22.06	12.4	24.88	12.6	28.52	13.3	25.12	11.9	22.98	12.2	24.23	11.9
General Institutional Support	24.84	14.0	25.84	13.1	28.08	13.1	22.12	10.5	15.43	8.2	17.84	8.8
Community Services	3.24	1.8	4.26	2.2	4.71	2.2	3.76	1.8	3.56	1.9	3.56	1.8
Miscellaneous Ancillary Services	.31	.2	.44	.2	.36	.2	1.17	.6	1.20	.6	1.19	.6
Total General Fund[3]	177.35	100%	197.82	100%	214.36	100%	204.23	100%	183.06	100%	203.58	100%

Source: Annual Financial and Budget Report to the California Community Colleges.

[1]Includes Instructional Administration and Planning and Policy Functions.
[2]Department chairs have been increasingly reported under Instructional Administration during this period and uniformly so beginning in 1984-85.
[3]Differs from amount available in Table 30 due to exclusion of transfers.

Table 32: Basic Program Expenditures by Location, 1984-85.

Description:

Table 32 has been slightly modified from the version of previous years. Instructional Television and International Education have been excluded as well as all Program 100 expenditures which can not be tied to a specific location. What remains are the basic educational program expenditures of the colleges and the District Office. Because of these changes, categories and amounts do not equate to those of Table 31 and comparisons with previous years can not be offered. The definition of these expenditures, however, is consistent across the colleges and thus permits comparison at that level.

Discussion:

Of the expenditure categories included in the basic program definition, 90% of the funds were spent on personnel costs, a proportion identical to that of the previous year. Among the colleges, the percentages ranged from 86% to 94%, with the smaller colleges generally spending smaller proportions for personnel. Within these costs, 40% of all basic program expenditures were for the salaries and benefits of regular instructors. The inter-college range was from 30% to 50% with the smaller schools again spending in the lower proportions. When regular and hourly instructor expenses are combined, the average proportion was 48%. Certificated administrative salaries and benefits were 5% of District basic program expenditures, with the smaller schools and Trade-Tech spending above the general norm. Expenditures for hourly-rate teaching assignments, other certificated personnel, and instructional aides all varied within a very narrow range except in the latter category, where Mission stands out for its proportionally greater use of noncertificated instructional aides. Finally, within the personnel expenditure categories, the smaller schools spent somewhat more of their resources on noninstructional support personnel; this category also accounts for a large portion of the District Office expenditures, since the Business Services Division is staffed almost exclusively with noncertificated personnel.

Of the other general categories of expenditures, books and supplies are a minor and very uniform amount across the District. Operating expenses of the physical plant vary significantly more. Both the District Office, which is housed in leased space and which maintains the systemwide data processing equipment, and Mission College, which also occupies rented space, stand above the other locations. Across the board, expenditures on physical plant, as with those for nonteaching personnel in general, appear to reflect economies of scale with the larger campuses being able to restrict the proportions spent on these items more successfully.

TABLE 32

BASIC PROGRAM EXPENDITURES BY LOCATION, 1984-85
IN MILLIONS OF DOLLARS AND PERCENT OF TOTAL LOCATION EXPENDITURES

	City	East	Harbor	Mission	Pierce[1]	Southwest	Trade-Tech	Valley	West	Dist.Off.[2]	Total
Certificated Salaries & Benefits											
Teaching, regular assignment	12.14	8.83	7.12	2.06	11.86	3.87	9.86	11.29	4.92	--	71.95
% of Expenditures	49.4	44.8	46.8	30.3	47.0	36.3	43.0	50.1	37.8		40.0
Teaching, hourly assignment	2.36	1.96	1.07	.55	2.42	1.01	2.39	1.74	1.16	--	14.66
% of Expenditures	9.6	9.9	7.0	8.2	9.6	9.5	10.4	7.7	8.9		8.2
Certificated Administrators	.81	.73	.72	.48	.81	.73	1.27	.80	.81	1.76	8.92
% of Expenditures	3.2	3.7	4.7	7.1	3.2	6.8	5.5	3.6	6.2	9.2	5.0
Other Certificated	1.74	1.39	1.18	.64	1.92	.85	1.16	1.68	1.15	.34	12.05
% of Expenditures	7.1	7.0	7.7	9.6	7.6	8.0	5.1	7.5	8.9	1.8	6.7
Noncertificated Salaries & Benefits											
Instructional Aids	.67	.54	.53	.64	1.02	.41	.71	.58	.35	--	5.45
% of Expenditures	2.7	2.7	3.5	9.4	4.0	3.8	3.1	2.6	2.7		3.0
Noninstructional Employees	5.35	4.33	3.39	1.46	5.14	2.75	5.58	4.73	3.45	11.66	47.84
% of Expenditures	21.8	22.0	22.3	21.5	20.4	25.8	24.3	21.0	26.5	61.0	26.7
Total Personnel	23.07	17.78	14.01	5.83	23.17	9.62	20.97	20.82	11.84	13.76	160.86
% of Expenditures	93.8	90.2	92.0	86.0	91.8	90.2	91.5	92.5	91.1	72.0	89.5
Books & Supplies	.42	.47	.31	.14	.54	.18	.67	.45	.28	.23	3.69
% of Expenditures	1.7	2.4	2.0	2.1	2.1	1.7	2.9	2.0	2.2	1.2	2.1
Operating Expenses of Plant	1.10	1.47	.91	.81	1.52	.87	1.29	1.25	.88	5.11	15.21
% of Expenditures	4.5	7.5	6.0	11.9	6.0	8.2	5.6	5.6	6.8	26.8	8.5
Total Location Expenditures	24.59	19.72	15.23	6.78	25.23	10.67	22.93	22.52	13.00	19.10	179.77
% of Expenditures	100	100	100	100	100	100	100	100	100	100	100

Source: Year End Financial Report, P3010-004, Business Services Division. Includes Program 100 expenditures only, except as noted.

[1]Includes Program 31 (Farm).
[2]Includes the Central Financial Aids administrative unit.

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Table 33: Special Purpose Expenditures, 1983-84 and 1984-85, in Thousands of Dollars

Description:

Table 33 reports special purpose expenditures districtwide for 1983-84 and 1984-85 and indicates the percentage change in disbursements between the two years. Each of the programs listed as a column heading in Table 33 is budgeted under a distinct account number to separate its financial transactions from those of the basic program funds. Accounts for such activities as Bookstores, Cafeterias and Community Services all generate income as well as incur expenses. In addition, some programs produce reimburseable ADA; examples are Instructional Television and International Education. Thus some portion of the expenditures shown here were covered by General Fund income reported in Table 30. On the other hand, Handicapped Services and Child Development Centers receive categorical funding, and, in the case of the latter, user fees help to defray some of the costs.

Discussion:

Special purpose expenditures rose 4% from 1983-84 to 1984-85. Higher personnel costs, which were 45% of special purpose expenditures in 1984-85, contributed most of this increase. Expenditures for operating expenses, sites and equipment were also up, but money spent on books and supplies, 46% of the total, declined.

By program, significant increases were registered in Child Development, Community Services, Handicapped Services and Instructional Television. Bookstore expenditures declined slightly and changes in Cafeteria and International Education spending were minor.

TABLE 33

SPECIAL PURPOSE EXPENDITURES, 1983-84 AND 1984-85,
IN THOUSANDS OF DOLLARS

Objects	Year	Bookstore	Cafeteria	Child Development Centers	Community Services	Handicapped Services	Instructional Television	International Education	Total	% Change
Certificated	1983-84	--	--	1,068	—[1]	890	249	113	2,321	
	1984-85	--	--	1,221	53	1,067	267	116	2,724	+17.4
Non-Certificated	1983-84	1,423	1,259	59	1,871	508	95	21	5,236	
	1984-85	1,766	1,503	96	1,757	564	118	23	5,827	+11.3
Employee[2] Benefits	1983-84	360	150	186	151	--	75	29	951	
	1984-85	556	--	236	209	--	102	30	1,133	+19.1
Books, Supplies	1983-84	9,054	1,402	16	346	13	30	3	10,864	
	1984-85	8,012	1,280	32	443	9	53	5	9,834	- 9.4
Operating Expenses	1983-84	263	67	13	753	13	85	3	1,197	
	1984-85	444	110	20	807	13	84	3	1,481	+23.7
Sites, Bldgs. and Equipment	1983-84	50	--	104	35	3	--	--	191	
	1984-85	128	36	5	171	3	--	--	343	+79.6
Totals	1983-84	11,150	2,878	1,445	3,156	1,428	535	169	20,761	
	1984-85	11,106	2,928	1,611	3,441	1,656	623	177	21,542	+ 3.8
% Change		-.4	+1.7	+11.5	+9.0	+16.0	+16.4	+4.7		

Sources: Budget by Object Reports F3060-001, 1983-84; and Year End Financial Report, F3010-004, Business Services Division.

[1]Certificated salaries for Community Services were charged to Program 100 accounts in 1983-84.

[2]Amounts shown for Instructional Television and International Education are estimated from salary expenditures. Benefits for cafeteria employees were charged to regular employee benefit accounts in 1984-85.

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Table 34: Special Funds Awarded to Colleges and to the District, 1983-84 and 1984-85, in Dollars

Description:

Table 34 presents dollar amounts and percentage changes in special fund awards by college and districtwide for 1983-84 and 1984-85. Part A shows awards by college and Part B awards received by the District.

Discussion:

The following describes types of sources to which community colleges apply for funding to support students, educational programs and services:

Financial Aid. Sources include direct aid and loan programs for students who are determined to be eligible based on need.

Educational Opportunity Programs and Services (EOP&S). This source supports services for students deemed eligible using need criteria.

Employment Training. Federal and state programs include the Joint Training Partnership Act (JTPA), Investment in People (IP) and the Employment Training Panel (ETP). The emphasis in these programs are on disadvantaged youth and adult job training and placement, and on the upgrading or retraining of employees or displaced workers.

Veterans' Cost of Instruction Program. This is an extension of the federal GI Bill and supports veterans attending college.

Vocational Education Act (VEA). This is an extensive federal program supporting vocational education through funds for equipment and program development, and assistance to handicapped and disadvantaged vocational students.

Special Project Grants. Funding for these programs include both public and private sources; there is considerable competition for funding awards. Specific purposes vary, ranging from support for cultural activities to the improvement of instruction or services.

The total amount of special fund awards received by both colleges and the District had an annual decrease of just 1%, from $21.1 million in 1983-84 to $20.8 million in 1984-85. There was also stability districtwide in the major categories of special funds, with all sources registering relatively modest change. Financial Aid and Job Training Partnership Act funds were both down 8%, while EOP&S increased 5%. Special Project Grants rose 6%, VEA to the colleges and the District 1%; and Employment Training Panel monies remained constant.

Individual colleges displayed much greater variation. Some lost and some gained, reflecting the competitive environment of special fund award procedures. Trade-Tech received 23% less in special funds, primarily the result of sizable losses in the Financial Aid and JTPA categories. West declined 12% in special funds, with most of this loss occurring in Special Project Grants. Harbor, on the other hand, increased 18%, largely from the addition of a displaced worker program under JTPA.

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TABLE 34

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT,
1983-84 AND 1984-85, IN DOLLARS

A. Awards to the Colleges

Fund Categories[1]		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District Totals
Financial Aid	1983-84	763,836	1,550,455	283,398	155,129	662,406	952,491	1,751,591	574,699	517,473	7,211,478
	1984-85	810,900	1,555,913	273,970	149,453	662,166	945,587	1,379,617	602,463	522,903	6,902,972
	% Change	+6.2	+0.4	-3.3	-3.6	0.0	-0.7	-21.2	+4.8	+1.0	-7.7
Educational Opportunity Programs and Services (EOP&S)	1983-84	471,470	780,895	159,392	148,555	168,269	472,392	497,466	228,158	295,607	3,222,204
	1984-85	391,865	902,150	159,392	171,622	168,269	542,856	497,466	247,712	295,607	3,376,939
	% Change	-16.9	+15.5	0.0	+15.5	0.0	+14.9	0.0	+8.6	0.0	+4.8
Job Training Partnership Act (JTPA)											
Title IIA, Second Start	1983-84		239,217								239,217
	1984-85		318,956								318,956
	% Change		+33.3								+33.3
Employment Program Summer Youth (SYEP)	1983-84	2,100	-	560	1,400	2,800	2,450	2,100	-	2,590	14,000
	1984-85	4,000	3,600	800	800	2,000	800	3,200	1,200	3,600	20,000
	% Change	+90.4	-	+42.9	-42.9	-28.6	-67.4	+52.4	-	+38.9	+42.8
Disadvantaged Youth & Adults, SECG Portion	1983-84	381,954	46,076					48,940			476,970
	1984-85	215,998	136,653					84,966			437,617
	% Change	-43.4	+196.5					+73.6			-8.3
Title III, Displaced Workers	1983-84	-	491,250	-				236,900			728,150
	1984-85	203,400	159,500	205,000				-100.0			567,900
	% Change	-	-67.5	-							-22.0
Total JTPA Awards	1983-84	384,054	776,543	560	1,400	2,800	2,450	287,940	-	2,590	1,458,337
	1984-85	423,398	618,709	205,800	800	2,000	800	88,166	1,200	3,600	1,344,473
	% Change	+10.2	-20.3	+367.5	-42.9	-28.6	-67.3	-69.4	-	+39.0	-7.7

Source: Data has been provided by various sources within the Los Angeles Community Colleges, including the Office of Occupational and Technical Education. For any program, the District receives funds as the "Local Educational Agency" (LEA). In the categories of Financial Aid, EOP&S, VEA Subpart 3 projects, VCIP, and special project grants, the funding agencies determine college and central administrative office allocations. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program begins.

[1]Figures include Pell, CWS, SEOGI, SEOGG, NDSL, and BEOG Supplemental awards.

TABLE 34 (continued)

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT,
1983-84 AND 1984-85, IN DOLLARS

A. Awards to the Colleges

Fund Categories		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District Totals
Special Project Grants	1983-84	813,541	35,000	71,070	78,196	8,000	36,000	10,232	15,000	149,976	1,217,265
	1984-85	982,244	113,800	53,188	61,532	-	41,000	4,000	6,572	32,909	1,295,245
	% Change	+20.7	+225.1	-25.2	-21.3	-100.0	+13.9	-60.9	-56.2	-78.1	+6.4
Veterans' Cost of Instruction Program (VCIP)	1983-84		7,274	6,539	732	3,438	2,736	9,394	5,081	2,087	37,281
	1984-85		9,510	9,140	703	3,217	3,524	7,980	5,115	-	39,189
	% Change		+30.7	+39.8	-4.0	-6.47	+28.8	-15.1	+1.5	-100.0	+5.1
Vocational Education Act											
SUBPART 3 Projects	1983-84				6,500	-		6,500			13,000
	1984-85				-	10,000		-			10,000
	% Change				-100.0	-		-100.0			-23.1
Total Awards to Colleges	1983-84	2,432,201	3,219,324	593,535	390,512	844,913	1,466,069	2,563,123	822,938	967,733	13,301,293
	1984-85	2,608,407	3,200,082	701,490	384,110	845,652	1,533,767	1,977,229	863,062	855,019	12,968,818
	% Change	+7.2	-0.6	+18.2	-1.6	+0.1	+4.6	-22.9	+4.9	-11.6	-2.5

TABLE 34 (continued)

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT, 1983-84 AND 1984-85, IN DOLLARS

B. Awards to the District

Fund Categories		1983-84	1984-85	Percent Change
Vocational Education Act (VEA)				
Subpart 2:	Postsecondary Instruction	1,601,211	1,602,418	+ 0.1
	Disadvantaged Students	442,683	436,130	- 1.5
	Limited English-Speaking Students	64,328	61,673	- 4.1
	Handicapped Students[3]	280,439	286,823	+ 2.3
	Displaced Homemakers	50,267	50,290	-
	Support Services for Women	50,267	-	-
Subpart 3:	Program Improvement and Supportive Services	253,644	226,453	-10.7
Subpart 4:	Special Programs for Disadvantaged Students	-	69,840	-
Subpart 5:	Consumer And Homemaking Education:			
	Postsecondary Instruction	31,677	29,206	- 7.8
	Economically Depressed Areas	20,165	19,851	- 1.6
VEA Total		2,794,681	2,832,974	+ 1.4
Employment Training Panel (ETP)		5,000,000	5,000,000	0.0

[3]VEA funds for handicapped students were awarded to the colleges on the basis of proposals judged and rated by th nine-campus Handicap Coordinators. Therefore, the percentages do not represent program growth or decline, but proposal merit for that year.

Table 35: Personnel Distribution by Categories, Sex and Ethnicity, in Percentages, Fall 1984.

Description:

Table 35 provides information about the distribution of District employees by ethnicity, sex and employment category in Fall 1984. Data are from the District Data Processing report showing Workforce Analysis by Class as of October 1984.

Discussion:

In compliance with federal and state civil rights legislation, the District maintains a continuing commitment to affirmative action personnel policies. All colleges and the District office have set goals for each personnel category to make the ethnic and gender distributions reflect those in the population. They encourage the hiring and promotion of women and minorities to achieve these goals. A statewide task force on availability data recommends minimum benchmarks against which affirmative action goals can be evaluated. In certificated faculty and professional non-faculty, these are 10% for black, 10% for Hispanics, 4% for Asian/Pacific Islanders and 40% for women. Percentages are the same in the Executive/Administrative category, except that the benchmark for women is 38%. In other classified categories, the ethnic benchmarks are 11% for blacks, 18% for Hispanics, 4% for Asians, and 0.5% for American/Alaska Natives. Women should be at least 40% in Secretarial/Clerical and Service/Maintenance, 35% in Technical/-Paraprofessional, and 5% in skilled crafts. These benchmarks are significantly lower than the correponding percentages of these groups in the population served by the District, as shown in Table 1.

In 1984-85, personnel hiring was all but frozen in all categories except Secretarial/Clerical, which increased by 205 positions or 21%. But not even this hiring caused any significant change in category percentages. Moreover, the hiring was largely offset by attrition: there was a gain of only 42 positions districtwide from Fall 1983.

The overall percentage of black employees in the District exceeded both state benchmarks and the black share of District area population. In all employment categories, blacks exceed benchmarks, although they are below their population percentages in Faculty, Professional and Skilled Crafts. The Asian employment matches their population share, and Asians exceed both percentages in all categories except Skilled Crafts and Service Maintenance. Hispanics continue to be seriously underrepresented. Only in Skilled Crafts do they come close even to their benchmark, and their share of employee positions overall is less than half of their 24% of District population.

The representation of women in the District workforce exceeds their population share only in the traditional female Secretarial/Clerical field. They are totally absent from Skilled Crafts, and poorly represented in

Administration and Service/Maintenance, all traditionally male bastions. Women are above 40% overall only because of their share of the large Secretarial workforce.

Under present fiscal conditions, with little or no hiring possible, it is doubtful that the District can do much in the near future to make its workforce more closely reflect the community it serves.

TABLE 35

PERSONNEL DISTRIBUTION BY CATEGORIES, SEX AND ETHNICITY,
IN PERCENTAGES, FALL 1984

Categories	Black		Hispanic		Asian/Pacific Islander		Alaskan Native/ American Indian		White		Total Female	Total Minority	Total Number
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Executive Administrative Managerial	13.1	11.3	12.5	1.2	5.4	1.8	0.0	0.6	41.1	13.1	28.6	45.8	169
Faculty:													
Full-Time	4.4	6.0	5.0	3.3	2.5	2.6	0.2	0.1	48.0	28.0	39.9	24.0	1,911
Hourly	8.1	4.7	5.4	2.5	3.3	1.5	0.2	0.2	51.7	22.1	31.4	26.2	1,701
Professional/ Non-Faculty	7.3	5.2	3.7	2.1	10.5	10.5	0.0	0.0	30.5	30.0	47.9	39.5	189
Secretarial/ Clerical	4.5	24.0	3.1	11.7	2.0	11.2	0.1	0.9	5.8	36.6	84.3	57.1	1,166
Technical/ Paraprofessional	9.0	6.0	6.3	1.1	7.1	6.3	0.6	0.0	33.6	30.2	43.7	36.2	270
Skilled Crafts	12.6	0.0	16.8	0.0	3.2	0.0	1.1	0.0	66.3	0.0	0.0	33.7	97
Service Maintenance	34.5	12.5	11.3	2.3	2.4	0.5	0.0	0.1	27.1	9.2	24.6	63.6	759
Total	9.7	9.8	5.9	4.4	3.1	4.0	0.1	0.3	37.5	25.1	43.6	37.3	6,260

Source: Data Processing Report B1842-001, Workforce Analysis by Class, October 1984, Data Processing Branch, Business Services Division

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Table 36: Personnel Distribution and Change by Location, Sex and Ethnicity, in Percentages, Fall 1983 and Fall 1984

Description:

Table 36 provides comparisons between Fall 1983 and Fall 1984 in the distribution of personnel at each college and the District office by ethnicity and sex. The total number of employees at each location, and the annual percentage changes, are listed in the far right column of the table. As in Table 35, data were obtained from the Workforce Analysis report run by District Data Processsing in October 1984.

Discussion:

Staffing fluctuations at different District locations varied considerably, ranging from a 15% gain at Mission to a corresponding decline at Harbor. Employment increased at the District Office, after an even greater (16%) decrease the year before. At all schools, Hispanics' share of the workforce was far below their percentage of service-area populations. East's Hispanic percentage was highest at 30%, an increase of 2 percentage points over last year. But 71% of its 1980 service area population was Hispanic. Other ethnic groups at least matched their share of population with their percentage of staff, but there were no significant gains in minority representation anywhere in the District. Minorities actually declined slightly in all categories at Mission, in spite of an increase in staffing. Harbor's increase in proportions of minorities resulted in large part from white faculty attrition. Women increased at most locations, doubtlessly reflecting widespread secretarial hiring.

TABLE 36

PERSONNEL DISTRIBUTION AND CHANGE BY LOCATION, SEX AND ETHNICITY, IN PERCENTAGES, FALL 1983 AND FALL 1984

College/ Location	Year	Black	Hispanic	Asian/Pacific Islander	Alaskan Native/ American Indian	White	Total Female	Total Minority	Total Number	Percent Change
City	F 84	22.8	8.5	8.6	0.1	59.9	41.3	40.1	867	+3.8
	F 83	24.6	6.7	8.1	0.1	60.4	42.9	40.1	836	
East	F 84	7.3	29.7	10.3	0.0	52.7	40.7	47.3	757	-5.2
	F 83	8.5	27.7	9.5	0.5	53.7	39.4	46.3	797	
Harbor	F 84	18.2	7.4	8.5	0.3	65.4	44.0	34.5	527	-15.4
	F 83	14.8	6.6	6.7	0.3	71.6	42.1	28.1	623	
Mission	F 84	7.7	18.9	2.8	1.0	69.5	52.7	30.4	207	+15.6
	F 83	9.5	20.7	3.9	0.0	65.9	51.4	34.1	179	
Pierce	F 84	5.7	4.1	3.3	0.1	86.7	44.5	13.3	928	+6.5
	F 83	5.7	3.3	2.1	0.2	88.6	40.4	11.4	871	
Southwest	F 84	67.1	4.4	4.1	0.7	23.5	47.9	76.4	386	+6.0
	F 83	65.9	3.6	4.4	0.5	25.5	47.0	74.5	364	
Trade-Tech	F 84	32.8	11.6	6.2	0.6	48.8	35.8	51.3	850	-3.4
	F 83	32.4	11.3	6.9	0.3	49.1	35.0	50.9	880	
Valley	F 84	5.9	6.3	2.6	0.2	85.0	43.4	15.0	813	+1.1
	F 83	5.2	5.8	2.0	0.4	86.6	42.8	13.4	804	
West	F 84	24.7	2.7	6.4	1.0	65.0	44.5	34.9	501	+1.4
	F 83	24.1	2.8	7.1	1.2	64.8	43.5	35.0	494	
District Office	F 84	23.7	11.7	20.9	0.2	49.5	57.0	56.8	424	+14.3
	F 83	21.6	11.1	22.1	1.1	44.2	55.3	55.8	371	
Totals	F 84	19.6	10.3	7.1	0.4	62.3	43.6	37.3	6,260	+0.7
	F 83	19.3	9.6	6.8	0.4	63.9	42.2	36.1	6,219	

Source: Data Processing Report B1842-001, Workforce Analysis by Class, October 1984.

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